

Introducing
Cornell



Cornell
University
Announcements

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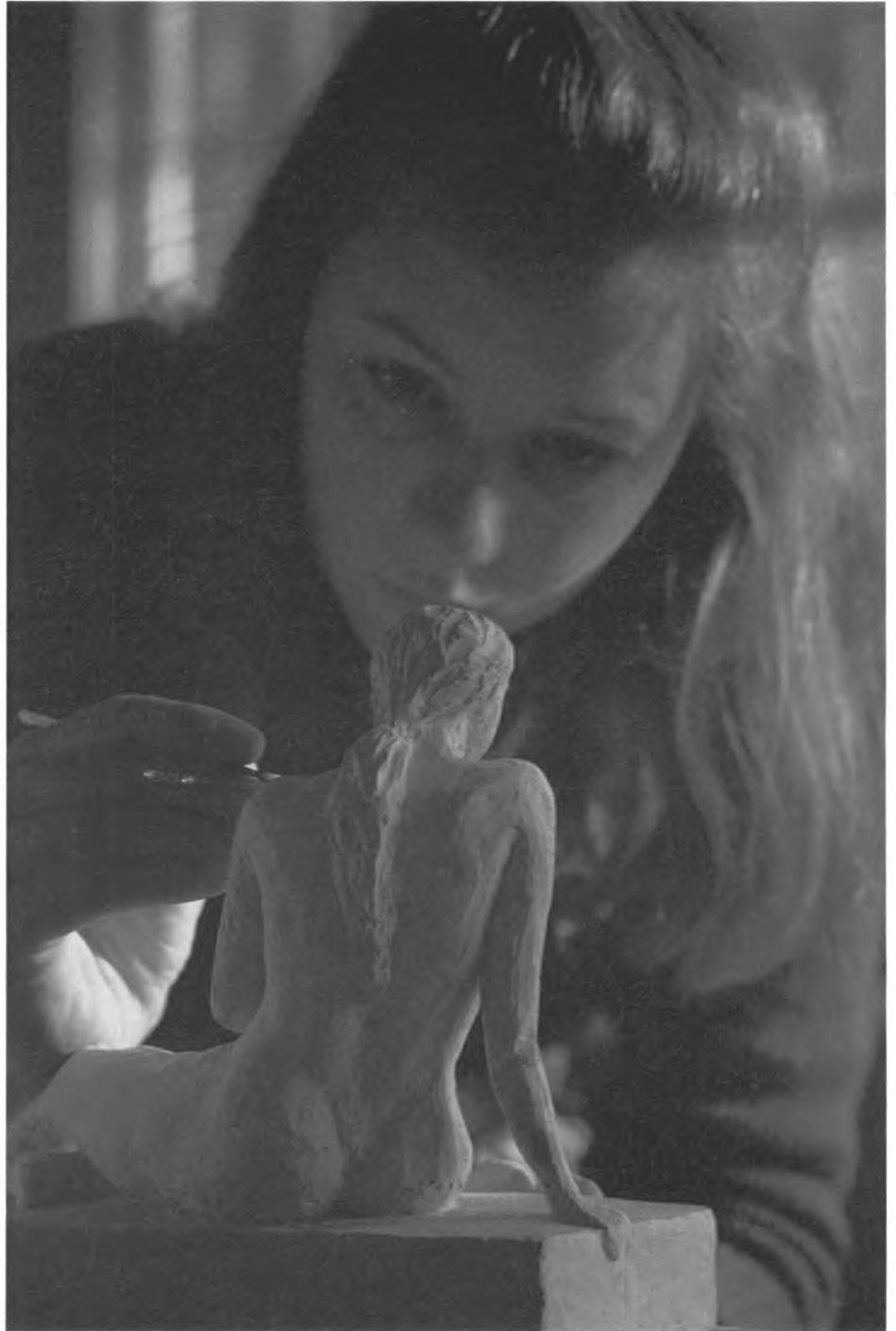


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Cornell is a University that works. Its strength derives from flexibility, cooperation, cognizance of its past history, a serious view of contemporary problems, and a perceptive eye in viewing the future. But most of all, its success is linked to the high caliber of undergraduates matriculating at the University, students who provide an ever-present challenge to the faculty.

Robert H. Wasserman
*Professor and Chairman
Section and Department of
Physiology*

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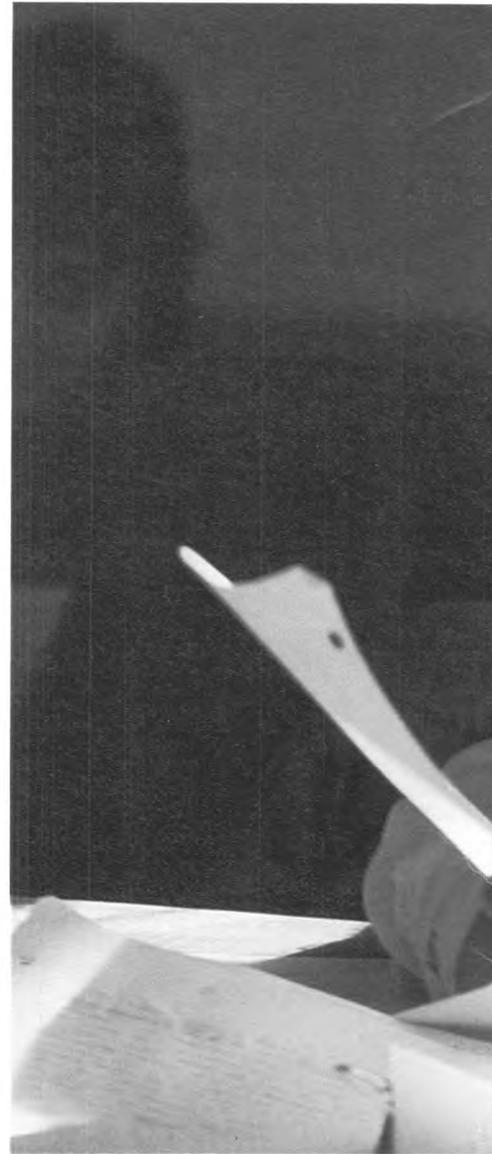


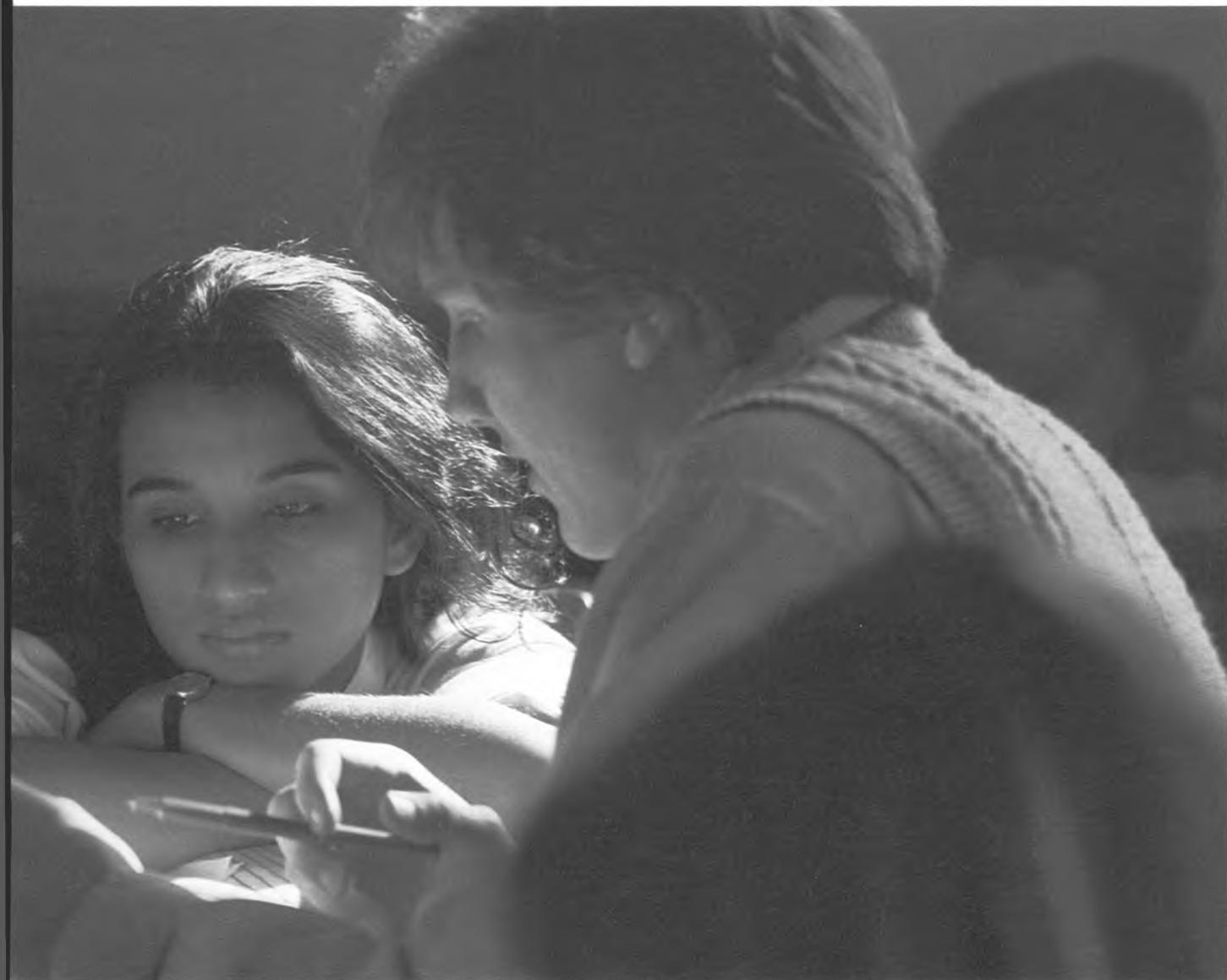
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The greatest challenge I have found is within myself. By pushing myself to the limit in academics, athletics, and fraternity and social activities, I have tested my mettle better than I thought possible, and I'm still going strong!

Randy Todd Thomas Sprout
Engineering '86
Everett, Washington

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Cornell is the sort of place where the word diversity is both a cliché and the ultimate truth.

Marta Aguirre
*Arts and sciences '85
Miami Shores, Florida*

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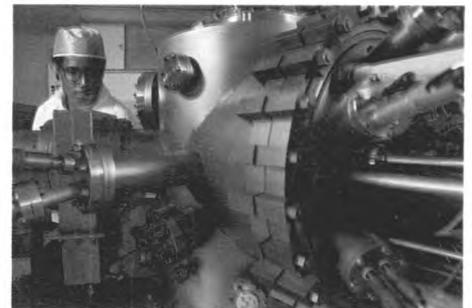


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Living at Cornell, you soon feel that this is your town. There's always something going on and something fun to do. During break you'll be anxious to get home—home to Cornell.

Helene Finegold
*Arts and sciences '88
Pittsburgh, Pennsylvania*

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

WYLLIE SMITH HALL
ARTS AND SCIENCES



P

rograms of Study

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Cornell, besides being an amazing University, is a city in itself. I do not believe that there is any other school where on a ten-minute walk one can experience anything from a cow pasture to a submicron research lab. It is that incredible contrast that makes Cornell what it is.

Eleanor Dillon

*Human ecology '87
Merrick, New York*

”

With seven dramatically different undergraduate colleges, six graduate divisions, and an international student body, Cornell is the largest, most comprehensive school in the Ivy League. The University's scope is further expanded by its role as the land-grant university for New York State.

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

Undergraduate Programs

College of Agriculture and Life Sciences

When Ezra Cornell founded Cornell University as “an institution where any person can find instruction in any study,” he intended that scientific and practical studies be included among the course offerings. Today the College of Agriculture and Life Sciences provides educational opportunities for young people in the agricultural, biological, and environmental sciences, in applied economics, and in the social sciences.



The college enrolls about 3,130 undergraduates, ranking third in size among similar institutions in the nation and second among the colleges at Cornell.

Programs of study are flexible. Some students are interested in the broad study of a subject. Others want to specialize in an academic discipline or pick a special career option. Students pursue the Bachelor of Science degree in one of sixteen major areas of study. Over five hundred courses are available in the college. In addition, students take courses in other colleges at Cornell. All students in the college complete distribution requirements in physical sciences, biological sciences, social sciences, humanities, and written and oral expression. The curriculum is constantly being updated to reflect rapidly expanding research and changing conditions in the world. As most of the members of the teaching faculty also have responsibilities in research or extension, the courses include the most current information available.

Instruction includes many approaches: lectures, presentations, discussions, seminars. Field trips are frequently part of the educational experience. Other features include internships, field study, and cooperative arrangements with industry. Many students participate in research projects for course credit, as part of an honors program, or as a part-time job experience. Others volunteer their time to get hands-on experience with research techniques used in modern agriculture, biotechnology, and industry. That experience may occur in the laboratory, the greenhouse, the barn, the library, or computer rooms.

Student organizations germane to the study of agriculture and life sciences are collegewide and field-specific. Students join clubs focusing on dairy science, business opportunities, pomology, and public relations, to name a few. Students may also participate in a study-abroad program.

The major buildings are clustered around the Ag Quad, anchored by Mann Library, which houses one of the largest agricultural collections in the world. In addition to its

classrooms and teaching laboratories, the college has several thousand acres of land for research and teaching, including its own greenhouses, farms, forests, fishery, and marine laboratory. Microcomputer laboratories are located in Mann Library, Riley Robb Hall, and Warren Hall, providing on-line access to large data bases and worldwide computer networks. Many of the college courses include computer components. Enough microcomputers are available to meet the expected need in those classes.

The newly developing biotechnology program provides students with unique opportunities to learn about the management of biological systems for economic development and the benefit of humanity. Improving plants through biological engineering is a major challenge to faculty, to industry and extension cooperators, and to the scientists at the Boyce Thompson Institute for Plant Research, the home of the greatest concentration of plant scientists in the world.

Students in the College of Agriculture and Life Sciences are an academically select and diverse group. Most come from New York State, but about 20 percent come from other parts of the United States and other countries. About half the undergraduates are women and nearly a quarter represent racial or ethnic minorities. The college enrolls freshman and transfer students who want to pursue courses of study in a broad range of fields related to the dynamic agricultural industry. Transfer students who have attended agricultural and technical colleges, community colleges, or other academic institutions constitute about 25 percent of the student population.

Career opportunities for graduates of the college are as diverse as the courses of study. By selecting general courses and applied courses in one or more areas of specialization, students may prepare for employment in their area of interest. By selecting advanced courses in principles and theory, students may prepare for graduate study or research careers. The demand for qualified personnel far outdistances the current supply of graduates from both bachelor's and doctoral degree programs.

Careers in agriculture, business, communications, education, government, industry, law, marketing, and the production and processing of foods offer challenging opportunities for graduates to contribute to solutions of major problems facing the world, such as the food supply, environmental quality, energy conservation, and economic development. Since the agriculture and food industry is New York State's largest industry,

graduates have many job opportunities here. In the agricultural science and food science areas alone, the demand is expected to exceed the supply by 15 percent for the next several years. Agriculture is more than farming, although that continues to be an important pursuit. With today's emphasis on consumerism, agricultural career opportunities in the fields of quality control, scientific and professional specialties, sales and service, administrative and financial advising, education, communications, production, and management are expanding rapidly. Agriculture is an advanced technological and scientific industry. Progress continues at a fast rate, and dependency on food grows with the population. Agriculture is a biological process that is influenced by nature, land, climate, and economics. However, the most crucial variable in the equation of the future is human capital.

The college has an active career development office and staff who can assist students in exploring the many career options open to them, teach job search skills, and provide a variety of services to help students make contact with employers.

Applicants to the college are admitted to study in one of its major fields. Students may select an area of concentration within a field or change fields as their interests develop and their academic goals are clarified. The major fields of study in the College of Agriculture and Life Sciences are listed below. Applicants should consider the nature of these fields and select the area that is most in line with their current interests and experiences.

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

Agronomy and meteorology—crops, soils, weed control, agricultural meteorology

Animal sciences—dairy farm management, livestock and poultry production, animal breeding, physiology, nutrition

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

Biological sciences—general biology, concentrations in biochemistry, ecology, genetics, neurobiology, physiology

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



Education—certification to teach agricultural subjects in public schools; science, environmental, and extension education

Entomology—applications of insect biology, pest management, toxicology, systematics

Food science—food-processing technology, management, food analysis, nutritional aspects of product development

Landscape architecture—the ASLA-accredited professional degree program, design concept, site engineering, landscape horticulture

Microbiology—application of the biology of microorganisms to industrial and agricultural problems

Natural resources—environmental aspects of aquatic, fishery, forest, and wildlife sciences

Plant sciences—plant breeding, pathology, and protection; horticultural sciences (vegetables, fruits, ornamentals and turf, production, marketing)

Rural sociology—rural development, cultural change

Statistics and biometry—mathematical techniques used to study biological phenomena

Special agricultural programs—general agriculture, international agriculture, cooperative extension

For a list of courses offered by the College of Agriculture and Life Sciences see pages 59–60.



College of Architecture, Art, and Planning

The College of Architecture, Art, and Planning (enrollment, about 460) is convinced that breadth is essential to an undergraduate education. The professional concentration of courses within the college, balanced by the wider view gained from study in other units at Cornell, establishes a broad understanding of human values and social problems as well as a theoretical and technical base of professional competence. The professional courses in the three departments explore a wide range of issues and

levels of involvement and provide the opportunity to develop a particular emphasis.

For a list of courses offered by the College of Architecture, Art, and Planning see pages 61–62.

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

The primary course of study in the Department of Architecture takes five years and leads to the Bachelor of Architecture degree. Applicants must have an established interest in the field and must want a professional degree as their first degree. The program is intended to develop the student's ability to deal creatively with architectural problems on analytical, conceptual, and developmental levels. The sequence courses in design, consisting of studio work augmented by lectures and seminars on theory and method, are the core of the program. Sequences of studies in human behavior, environmental science, structures, and building technology provide a base for the work in design. Through the professional core courses, an understanding of architecture in its contemporary and historical cultural context is established. Students establish a foundation in the humanities and sciences through University-wide electives.

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

The department offers two alternatives for a student who is not interested in the professional B.Arch. degree program. A student may choose to terminate the course of study after completing four years of the B.Arch. degree program and receive the nonprofessional Bachelor of Fine Arts degree in architecture. A four-year Bachelor of Science degree in the history of architecture is also available. A student may transfer into the B.S. degree program after two years in the B.Arch. degree program or from a variety of other academic backgrounds.

Students who want to explore the field of architecture before committing themselves to professional education may participate in a six-week summer program, Introduction to Architecture, which includes an introductory studio in architectural design, lectures,

and other experiences designed to acquaint participants with opportunities, issues, and methods in the field of architecture.

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

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

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

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

Urban studies. For the first time, in the fall of 1986 the Program in Urban and Regional Studies will admit students at the freshman level. Transfer students will continue to be admitted. As part of the Department of City and Regional Planning, students earn a four-year Bachelor of Science degree in urban and regional studies. The curriculum acquaints students with the social, political, economic and environmental forces that confront cities and regions and contribute to their growth and decline.

Students spend the first two years gaining a foundation in the liberal arts and sciences. They develop both verbal and quantitative skills and take courses in the natural and social sciences and humanities. They also take an introductory course in urban and regional issues and one in nonquantitative research methods and writing during the first two years. Students are exposed to a variety of subject areas within urban and regional studies and are also given the opportunity to concentrate on specific topics of

interest. They take one course in urban sociology, history, government, and economics and acquire a depth of knowledge through additional course work in those areas.

College of Arts and Sciences

The College of Arts and Sciences at Cornell (enrollment, about 3,950) is a traditional liberal arts college. It is composed of departments that teach and study the humanities, the basic sciences, the social sciences, and the expressive arts. It is also a college within a university, and that wider community provides strength and diversity not available in an isolated undergraduate institution. Students may draw on the knowledge and facilities of the professional colleges to supplement their studies. Finally, the college is a graduate school and research center attracting faculty members whose active involvement in writing and research requires first-rate academic facilities and whose energetic participation in undergraduate teaching brings to their students the most current ideas in modern scholarship. It is that combination of functions that gives the college its distinctive character.

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

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

“*If we are honest with ourselves, most of us will admit that pressure comes from within us, not from the external demands of Cornell. A certain amount of pressure is necessary to spur us on to our greatest heights.*”

Risa Mish

*Agriculture and life sciences '85
Charleston, South Carolina*

Departments Offering Formal Majors

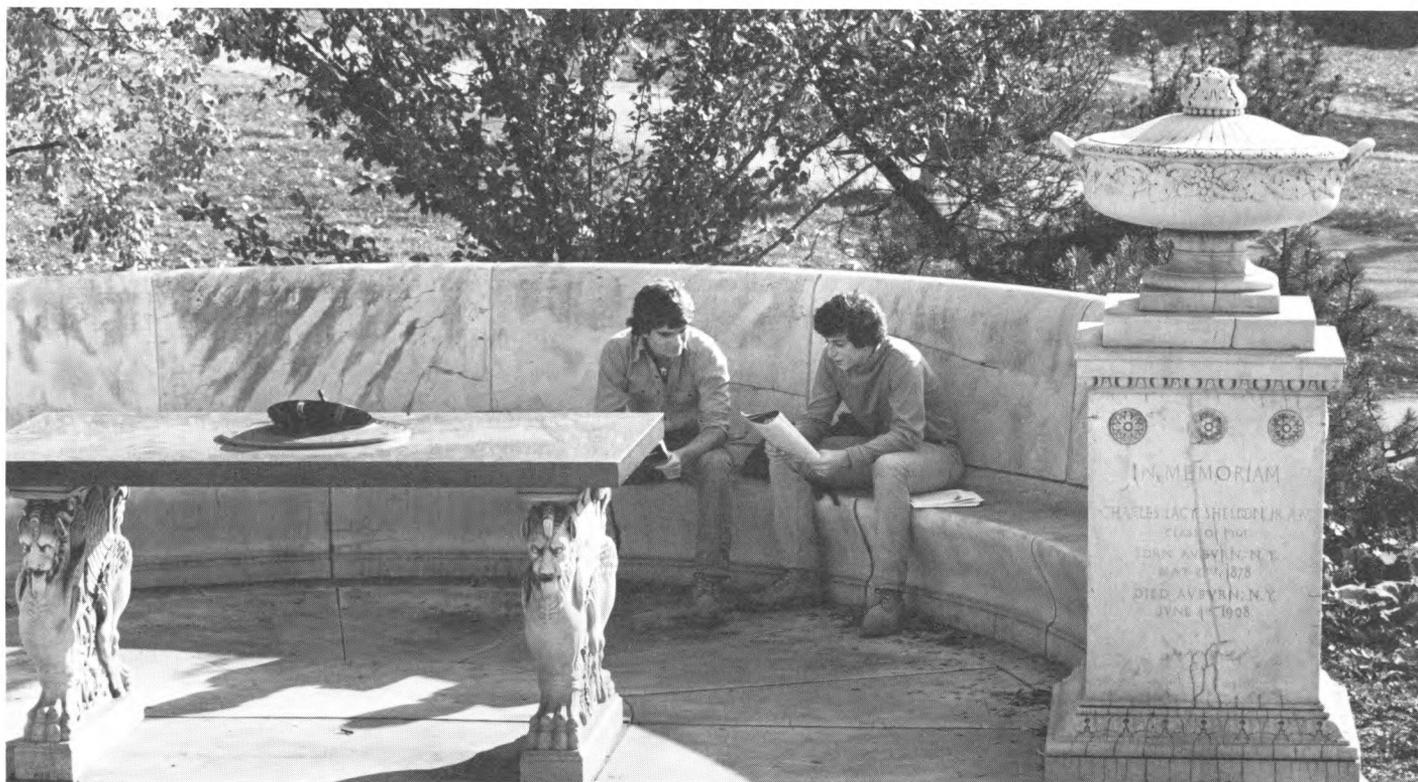
Africana studies
anthropology
Asian studies
biological sciences
chemistry
classics
comparative literature
computer science
economics
English
geological sciences
German
government
history
history of art
mathematics
modern languages and linguistics
music
Near Eastern studies
philosophy
physics
psychology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

Interdepartmental Majors

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

Concentrations (Informal Minors)

American Indian studies
astronomy
history and philosophy of science and technology



human biology
international relations
law and society
medieval studies
religious studies
women's studies

Interdisciplinary Programs

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

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

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

within which students design their individual programs of study.

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

Students may enrich their on-campus studies by participating in an archaeological dig off the Aegean, by attending a foreign university or participating in a Cornell Abroad program (in Egypt, England, Germany, Israel, Spain, or Switzerland), or by addressing questions of public policy through the Cornell-in-Washington program. Students may use those courses to fulfill college distribution and major requirements.

Among the eighteen hundred courses regularly offered (see pages 62-69) are those that improve and develop skills in writing English prose. Through the Freshman Seminar Program first-year students choose one course each semester from more than a hundred offerings in the humanities and social sciences. In those courses students may pursue a current interest or experiment with a subject matter altogether new to them; experience a small-

class setting where individual attention and informal discussions are essential; and develop their analytical skills among peers from every college in the University.

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

The College of Arts and Sciences recognizes the great diversity of its students and the many ways of learning by providing a number of academic options over and above the traditional department majors and interdisciplinary majors established by the faculty. Dual-degree programs with the College of Engineering or the College of Architecture, Art, and Planning are available for students who want both a liberal arts education

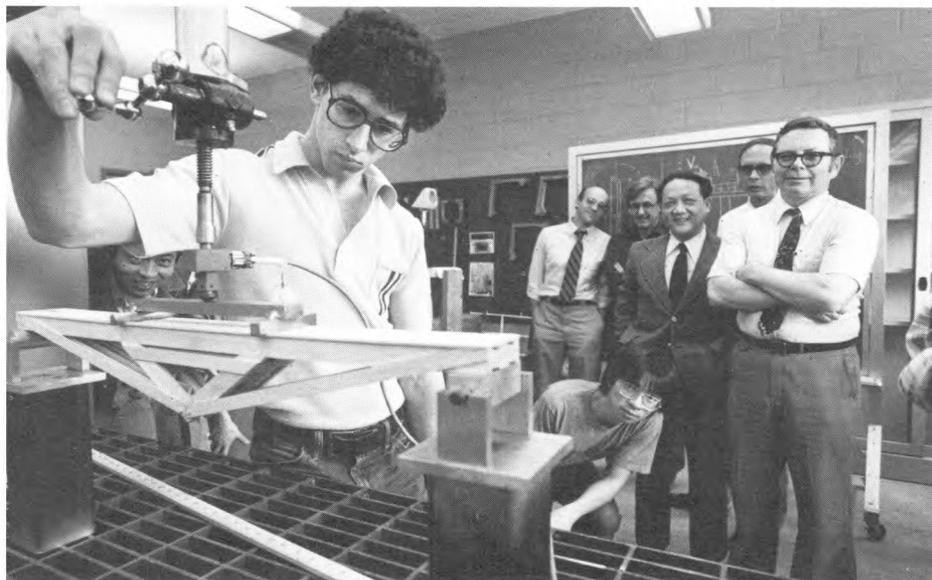
and professional training. The Undergraduate Research Program enables students to undertake basic research as participants in faculty projects. The program fosters apprentice-teacher relationships with professors that help students gain awareness of their own research interests and abilities, self-discipline, and new insights into a subject matter. Students enjoy firsthand experience in research and earn credit for their work.

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

College of Engineering

At Cornell engineering is seen as an organized way of thinking, as well as a body of knowledge. An engineer is a professional, educated broadly and in an area of expertise. That view is reflected in the education of Cornell engineers. The program emphasizes the development of an effective, comprehensive approach to problem solving. It provides ample opportunities to apply state-of-the-art technology. The program encompasses study in the humanities, the social sciences, and the expressive and language arts—vital components in any college program. That breadth is essential to the education of today's engineering professionals, who encounter rapidly changing conditions—social and economic, as well as technical—in the course of their practice. Engineers must be prepared to deal with all facets of technological enterprise. At Cornell's College of Engineering (enrollment about 2,450) the excellent and accessible faculty and the instructional facilities ensure a strong scientific and technical curriculum. The University environment, which supports and encourages all aspects of individual development, is a major strength of the program.

Engineering students begin their studies with courses that provide a sound background in the physical and biological sciences, mathematics, the engineering sciences (including computer science), the social sciences, and the humanities. Students choose an area of specialization by the end of their sophomore year from one of the following nine fields: agricultural engineering (a program that may also begin in the College of Agriculture and Life Sciences), chemical engineering, civil and environmental engineering, computer science, electrical engineering, geological sciences, materials

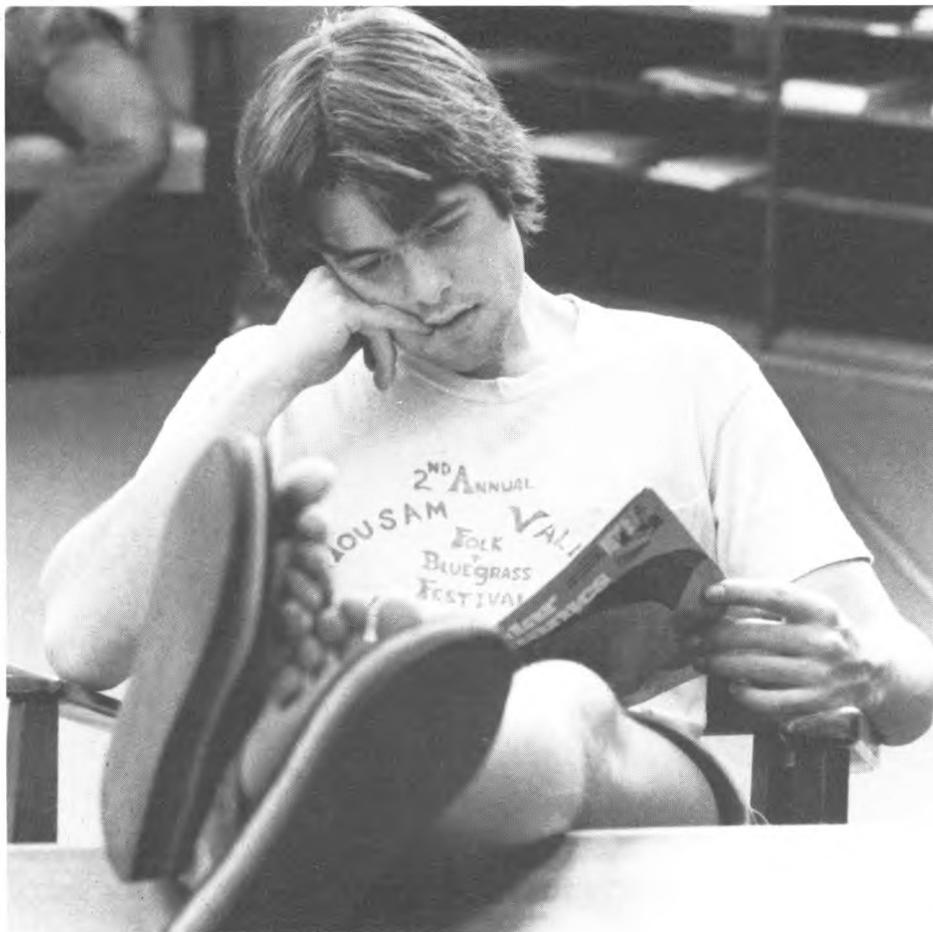


science and engineering, mechanical engineering, and operations research and industrial engineering. Most courses in the engineering curriculum are electives. Many of the electives are selected from the large number of courses available in every field of engineering; students take other courses in every department and division of the University. Combined majors and interdisciplinary areas of interest, such as bioengineering, are often incorporated into a student's program of study.

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

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

An attractive academic option to some undergraduates is the Engineering Cooperative Program, which provides periods of industrial engineering design experience within the four-year undergraduate program. Participants are employed at one of eighty-one companies throughout the United States. The program is designed so that it does not significantly interrupt a student's participation in on-campus activities. Another option is a dual-degree program, in which superior students earn baccalaureate degrees from both the College of Engineering and the College of Arts and Sciences in a total of five years.



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

The College of Engineering is interested in students who can both benefit from and contribute to life at the University. Cornell engineering students are noted for the breadth of their activities and interests rather than a single-minded pursuit of sci-

ence and technology. They participate in the chorus and in instrumental music groups. Their artwork appears in displays throughout the campus. They publish an award-winning magazine, the *Cornell Engineer*. Engineers participate in almost all intercollegiate and intramural sports, often forming the core of the team. In short, they are an intrinsic and active part of University life.

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

The elective component of the curriculum and the breadth of course offerings allow students to explore new areas of interest and prepare for careers in a number of professions. After graduation many embark on careers in engineering or enter graduate

programs in engineering; others begin graduate or professional study in fields such as science, law, medicine, and business.

For a list of courses offered by the College of Engineering see pages 70–72.

School of Hotel Administration

The School of Hotel Administration (enrollment, about 670) provides training in the many disciplines required of middle- to upper-level hospitality managers and entrepreneurs. Although the school's graduates hold positions in a variety of industries, they are especially well represented in the management of hospitality-related enterprises, including the lodging, food-service, and travel industries.

Students are encouraged to pursue a broad range of courses in preparation for assuming their places in the business community. Included in the basic curriculum are courses in administrative and general management, human-resources management, accounting and financial management, food and beverage management, law, properties management, communication, science and technology, and economics, marketing, and tourism. Hotel students receive much of their instruction in Statler Hall and therefore form close associations with their classmates and instructors. Each student has a faculty adviser who can provide counseling on academic and personal matters. Students also have access to courses offered by the other colleges of the University and are advised to take advantage of Cornell's extensive educational resources. As a result, students can enjoy the benefits of both a small college and a large university.

Because hospitality management cannot be taught wholly in the classroom, lectures and laboratories are supplemented with work experience on campus and in the industry. Some students receive firsthand training by assisting in the management and operation of the school's Statler Inn, a full-service hotel on the University campus containing fifty-one guest rooms, banquet facilities, and a variety of restaurants. The Management Intern Program, an optional program for upperclass and graduate students, provides additional opportunities for managerial experience in Statler Inn as well as in selected sponsoring organizations away from campus. Among the most recent corporate sponsors are the Hyatt Regency Maui, the Munich Hilton, TWA, and the Waldorf-Astoria.

Graduates of the School of Hotel Administration are sought after for positions in restaurant, hotel, club, and condominium management; food service for airlines, hospitals, the military, corporate offices, industrial plants, and schools and colleges; franchise and multiunit organizations; finance; the planning, construction, and furnishing of hospitality properties; the design and marketing of institutional equipment and products; advertising, marketing, research, and sales; accounting and management advisory services; the operation of resorts, entertainment parks, lodges, and other recreational facilities; and college teaching and administration.

Many firms send their representatives to the school each year to interview students for positions in their operations. In addition, at the Career Day held each year students have an opportunity to discuss career options with thirty to forty participating hospitality companies. The school circulates among employers a book of résumés from each year's Bachelor of Science and Master of Professional Studies candidates and sponsors a series of workshops on career planning, résumé preparation, job hunting, and interviewing.

The school's alumni society is one of the most active alumni organizations in existence. Through its regularly scheduled meetings, events, and publications, and with almost forty chapters worldwide, the society provides members with a well-developed network that is invaluable for professional development and career advancement.

For a list of courses offered by the School of Hotel Administration see page 72.

College of Human Ecology

The College of Human Ecology (enrollment, about 1,190) is a place where one can explore solutions to contemporary human problems, issues that concern people at home, at work, and in their physical and community environments. Although the topics being investigated change as the college keeps pace with new discoveries and emerging problems, the concern for human development, health and well-being, economic vitality, and quality of life is primary.

Research and public service activities are an important part of the college mission and

are directly related to teaching within the college. Nowhere else in the nation does there exist the same combination of professionally oriented programs, distinguished scholars, and excellent facilities. Today students and faculty are studying the relationship between human nutrition and health and well-being; the ways in which government legislation, educational organizations, cultural traditions, and hiring practices affect personal and family stability; the interaction of the consumer and the marketplace; the management and hazards of technological change; and the effect of preschool programs on the development of individuals from adolescence through adulthood; the essential characteristics of good housing for special populations; and the effects of physical design on the efficiency, comfort, and safety of homes, classrooms, offices, and hospitals.

Options that emphasize the physical sciences include nutritional science, biology and society, and textile science. Other programs stress the social sciences: social work, adolescent and adult development, family studies, education, human services planning, policy analysis, apparel and textile management, consumer economics, facility management, human-environment relations, and housing. In interior and apparel design, students in studio courses work on creative and practical solutions to design problems. Students whose interests are not met by existing majors may develop their own curricula if their academic and professional interests are within the scope of the college's focus.

Human ecology programs are flexible and build on a liberal arts foundation while providing opportunities for a strong professional focus. Students complete about half their course work in the college and expand and complement that work with courses from throughout the University. The college offers many study options not available in either highly professional or liberal arts schools. Because human concerns cannot be divided into narrow disciplines, the college stresses a unique interdisciplinary blend of course work, research, and field experience.

Opportunities for special study are numerous. Integrating experiential and theoretical learning through field study is a great strength of the college. Field study helps students learn by carrying out tasks within an organization and by reflecting on that activity through discussion, research, and writing. Students may undertake field study

“
*You find yourself achieving
 with ease things that you might
 have thought yourself incapable
 of doing.*

Nathan Turoff
Architecture '87
Delmar, New York

”
 in community or business settings in the Ithaca area, New York City, Albany, Washington, D.C., and many other locations in the United States and beyond. Recognizing that its graduates live and work in an increasingly interdependent world, the college encourages students to study abroad.

Honors programs involving work with a faculty member and culminating in independent research and a thesis are available. Students may also assist professors through teaching apprenticeships. Interactive microcomputers and on-line communication with University and worldwide computer networks encourage students to use computers as a tool in problem solving, communication, and writing.

Human ecology graduates are successful in gaining admission to graduate programs and in finding professional employment. The college offers career-planning and placement assistance that supplements the services available through the University.

Graduates interested in business-related careers find employment in banking and finance, sales, marketing, advertising, communications, design, consumer affairs, and human resource management. Those interested in helping people learn or solve problems find employment as counselors, human service professionals, dietitians, public health specialists, social workers, nutrition educators, home economics teachers, and cooperative extension agents. Others work in public policy and community development and in laboratories and research institutes, investigating human problems in fields such as biochemistry, economics, research analysis, facilities planning, toxicology, tex-



tile chemistry, and production development. Although in recent years most graduates have accepted professional employment after graduation, about 30 percent continue their formal education immediately after graduation. After graduate study they enter the professions of law, medicine, pharmacology, psychiatry, college teaching, and religious service and many other areas of work where their education at Cornell is a great asset.

For a list of courses offered by the College of Human Ecology see page 73.

Division of Nutritional Sciences

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

The division is affiliated with the College of Human Ecology and the College of Agri-

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

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

program with the School of Health, Physical Education, and Recreation at Ithaca College, students interested in physical fitness may complete requirements for an exercise science concentration along with their nutrition science major.

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

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

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

For a list of courses offered by the Division of Nutritional Sciences see page 74.

School of Industrial and Labor Relations

The School of Industrial and Labor Relations (enrollment, about 650) offers professional study for both undergraduate and graduate students. The curriculum prepares men and women for careers in personnel and union-management relations with business and industry, labor organizations, and state and federal government agencies. Preparation for graduate study in law, education, business, psychology, sociology, economics, history, political science, international affairs, and other fields concerned with contemporary social, economic, urban, and political problems is also available.

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

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

Internships of varying lengths are available through the school during the academic year and in the summer, enabling students



to confirm their interests in collective bargaining, legislation and policy formation, arbitration, education and training, union administration, personnel management, or research.

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

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

For a list of courses offered by the School of Industrial and Labor Relations see pages 74-75.

Division of Biological Sciences

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

The Division of Biological Sciences at Cornell offers opportunities for study in almost any aspect of biology. Its faculty members are drawn primarily from the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Veterinary Medicine. Their teaching and research interests range from molecular biology, through organismal biology, to field biology. Some faculty members are also affiliated with other units at the University, including the Departments of Animal Science, Entomology, Geological Sciences, History, Microbiology, and Poultry and Avian Sciences; the Division of Nutritional Sciences; and the Boyce Thompson Institute for Plant Research.

Cornell's undergraduate program in biological sciences is open to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. It is an academically demanding program, with high standards and high expectations of its students and faculty. Students majoring in biology complete a series of courses in introductory biology, mathematics, general and organic chemistry, physics, genetics, and biochemistry. Those basic courses are essential for understanding modern biology and are prerequisites for upper-level courses. Biology majors also complete intermediate and advanced courses in one of seven concentration areas to gain deeper insight into a specific area of biology: animal physiology and anatomy; biochemistry; botany; cell biology; ecology, systematics, and evolution; genetics and development; or neurobiology and behavior. Other options for specialization include independent concentrations in biophysics, microbiology (College of Arts and Sciences



only), nutrition, and an area of study designed by the student and approved by the curriculum committee of the Division of Biological Sciences. Students add breadth to their biology education by completing two intermediate-level biology courses from outside their chosen concentration. Students interested in studying a number of different areas of biology rather than focusing on a single area may choose the Program in General Biology. That option includes the basic courses required of all biological sciences students as well as courses in anatomy, ecology, neurobiology and behavior, physiology, and plant sciences.

An important aspect of studying biology at Cornell is that students may gain valuable research experience by carrying out independent projects under the supervision of a faculty member. With over a hundred faculty members in the Division of Biological Sciences, students benefit from the diverse teaching and research interests represented. There is no better way to round out, and bring reality to, the undergraduate experience.

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

edge that they are obtaining an outstanding education in the biological sciences.

For a list of courses offered by the Division of Biological Sciences see pages 69–70.

Interdisciplinary Centers and Programs

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

The **Africana Studies and Research Center** is concerned with the history, culture, intellectual development, and social organization of black people and cultures in the Americas, Africa, and the Caribbean. Its program has an interdisciplinary and comparative perspective and presents a variety of subjects in history, literature, the social sciences, and the Swahili language and literature. The center offers a unique program of



study that leads to an undergraduate degree through the College of Arts and Sciences and a graduate degree through the Graduate School. A student may major in African studies or participate in the center's joint major program. That program allows the student to major in African studies and another discipline in the College of Arts and Sciences. Courses offered by the center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements. The center brings distinguished visitors to the campus, sponsors a lecture series, and has on occasion arranged study tours to Africa and the Caribbean.

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

The **Center for International Studies** is dedicated to the support and development of Cornell's international and comparative programs. Serving as an administrative base for programs, information, and new initiatives in international studies, the center is committed to the development of multidisciplinary educational and research activities.

The center sponsors area studies programs dealing with China, Japan, Latin America, Russia and Eastern Europe, South Asia, Southeast Asia, and Western and Central Europe, and topical programs centering on agriculture, law, nutrition, peace studies, political economy, population, professionalism and professional education, and rural development, viewed from an international perspective. The center also coordinates international experiences for undergraduate students. The Cornell Abroad program has established study-abroad sites in Denmark, Egypt, Germany, Great Britain, Israel, and Spain. If academic needs cannot be met at those sites, students may enroll directly in foreign institutions or participate in programs sponsored by other universities.

The **Program on Science, Technology, and Society (STS)** engages in teaching and research involving the interactions of science and technology with social and political institutions. In collaboration with other University departments and centers, STS develops interdisciplinary courses at both the graduate and the undergraduate level. Those courses synthesize the perspectives of several disciplines in the analysis of relationships between science and technology on one hand and today's society on the other. Current course and research topics

include science, technology, and public policy; biology and society; science and law; arms control and national defense policies; energy policy; environmental policy and ethics; health and safety regulation; biomedical ethics; science policy; science and technology for development; scientific and technological literacy; and citizen participation in technical decision making. The program draws its students, faculty, and research staff from the various divisions of the University.

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

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

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Even with five courses, I still find time to window-shop on the Ithaca Commons, work out on the squash courts, socialize at the Chariot, or catch a movie playing on campus. It's hard to be bored.

Philip Yam

Arts and sciences '86
New York, New York

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Division of Summer Session, Extramural Study, and Related Programs

The Division of Summer Session, Extramural Study, and Related Programs sponsors a wide range of courses and programs to make the University's educational resources available to as many people as possible. The Cornell University Summer Session, with concurrent sessions of three, six, and eight weeks, affords students from Cornell and other colleges and universities an opportunity to advance more quickly toward their degrees, to take courses that may not be available during the fall and spring semesters, and to delve into areas of special interest. Although academic standards are rigorous, the atmosphere is relaxed.

High school students who have completed their junior or senior year may apply for the Cornell University Summer College, choosing to take courses from the general program, to explore a career (architecture, engineering, or law), or to participate in a program that will improve their study skills. Participants live and study on campus and earn academic credit that may be used later in college.

During the fall and spring semesters the division makes regular courses of the University available on an extramural basis to area residents who want to pursue part-time study at Cornell. Those who do not want to receive academic credit may participate in the Visitors Program, attending classes for a nominal fee when space is available. The division also operates a continuing education



information center that provides information and counseling to adults who have been out of school for several years and want to resume their studies.

Graduate Programs

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

The following colleges require a baccalaureate degree for admission, except in a few cases: the Graduate School (enrollment, 3,970), the Law School (540), the Johnson Graduate School of Management (475), the Medical College (410), the Graduate School of Medical Sciences (120), and the New York State College of Veterinary Medicine (310). The Medical College and the Graduate School of Medical Sciences are located in New York City.

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

Graduate School
Cornell University
Sage Graduate Center
Ithaca, New York 14853-6201

Law School
Cornell University
Myron Taylor Hall
Ithaca, New York 14853-4901

Johnson Graduate School of Management
Cornell University
Malott Hall
Ithaca, New York 14853-4201

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

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

New York State College
of Veterinary Medicine
Cornell University
Schurman Hall
Ithaca, New York 14853-6401



Career and Academic Advising

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My advice? Take advantage of all the different groups, organizations, and support services. A wealth of information is available to the Cornell community. Time flies—don't be late.

Marilyn Reitenbach
Human ecology '85
Ithaca, New York

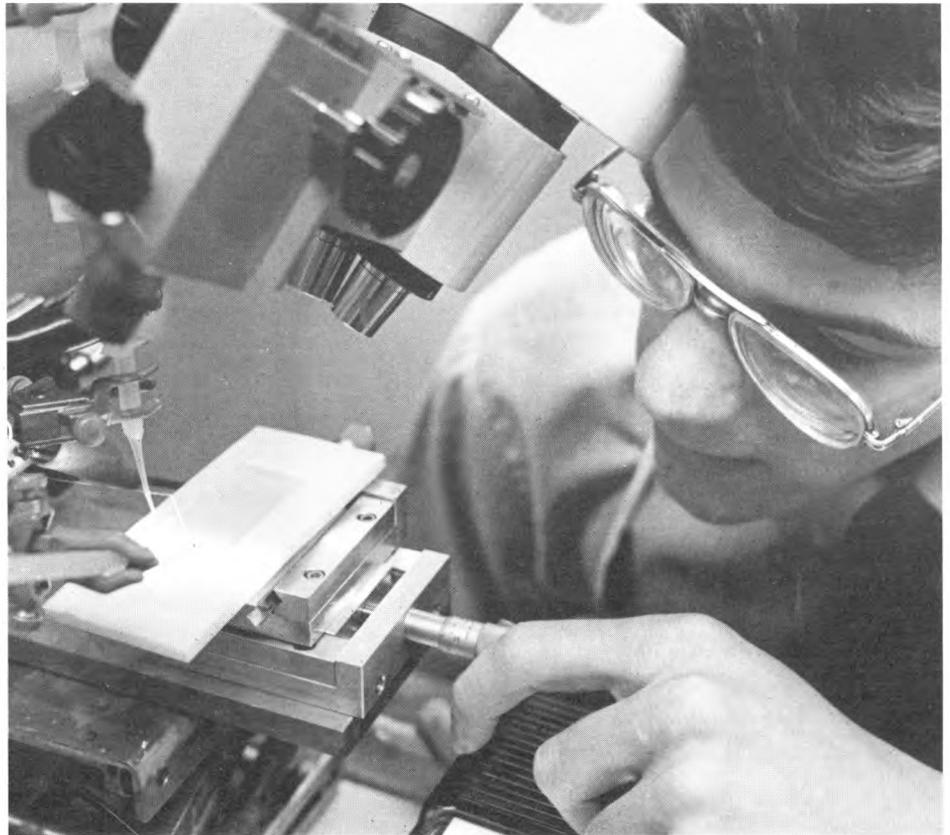
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The wealth of academic opportunities at Cornell enables students to grow intellectually and to prepare for the future. While many undergraduates earn baccalaureate degrees following traditional curricula, others choose to follow their own courses of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

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

Undergraduate Business Study

Undergraduate preparation for business is available in most of the colleges at the University. Students usually take courses in more than one area, as well as in related fields, to construct a program to suit their interests and career objectives. Each of the following areas provides a different focus for application and use of business study and



training. Students should carefully consider the unique offerings of each program when making a choice.

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

Economics. The economics program, in the College of Arts and Sciences, provides a broad view of the social science concerned with the description and analysis of the production, distribution, and consumption of goods and services and the understanding of monetary systems and economic theories and models. It is viewed more often as a pre-professional program than as training for immediate practice in business or economics.

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

Hotel administration. The undergraduate program in hotel administration prepares students to be mid- and upper-level managers and entrepreneurs in the hospitality industry (lodging, food service, and travel), through instruction in administration and general management, human-resources

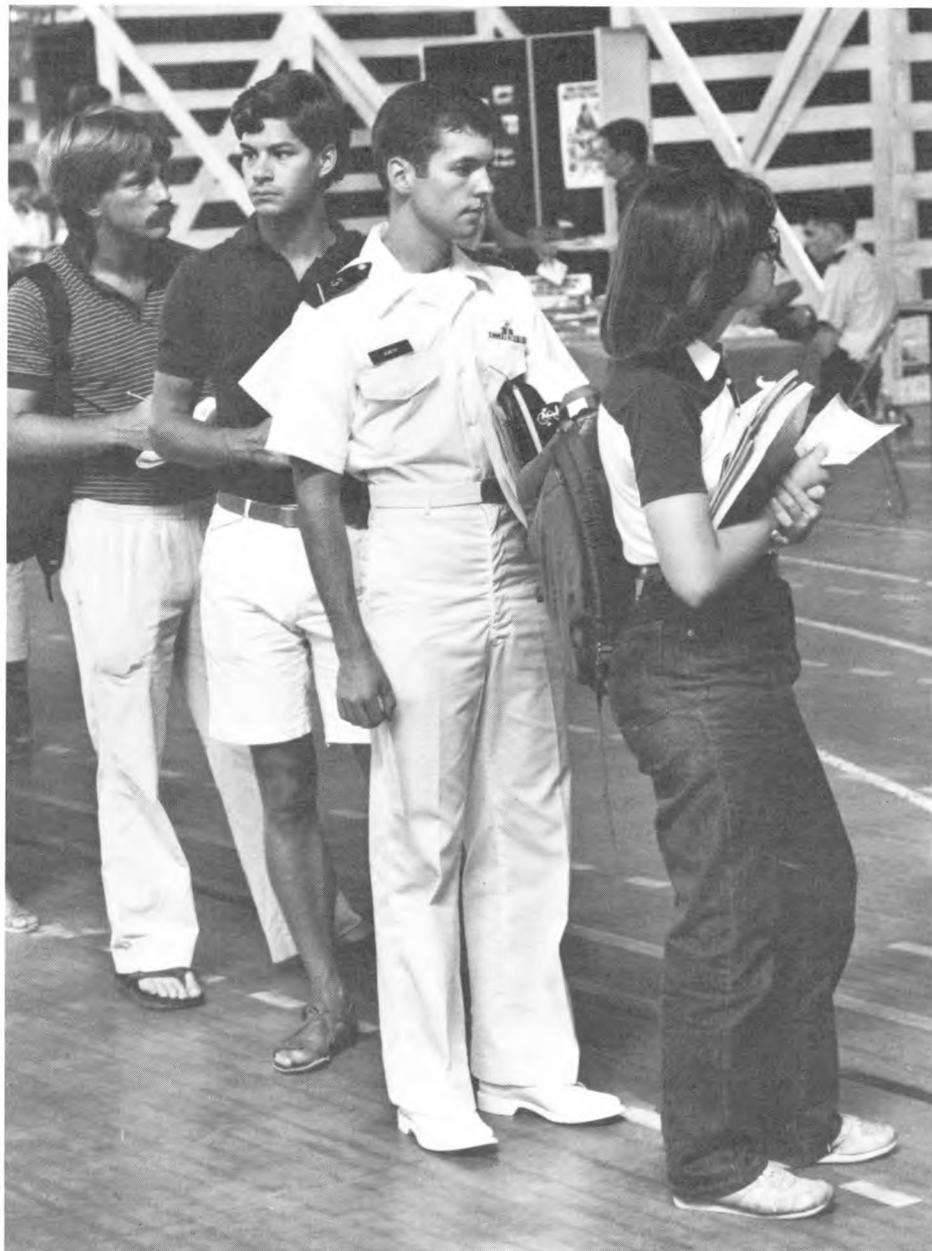
management, accounting and financial management, food and beverage management, law, properties management, communication, science and technology, economics, and marketing.

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

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

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

Combined degree programs. The Johnson Graduate School of Management at Cornell provides special opportunities for highly qualified undergraduates to combine their programs with graduate study in that school. Students in the dual-registration program generally receive a bachelor's degree after four years of study and a Master of Business Administration degree after the fifth year rather than the normal sixth year.



Students in all Cornell undergraduate colleges may explore that option. There is also a program with the College of Engineering that allows qualified students to earn a Bachelor of Science, Master of Business Administration, and Master of Engineering in six years. Admission to the combined degree programs is limited to particularly promising applicants. Careful planning is required for successful integration of the work in the two areas.

Computer Use and Study

Interaction with digital computers is a part of academic life for almost every Cornell student. Most fields of study today make use of digital computing in problem solving.

The student who majors in computer science focuses on computer and mathematics courses to become an expert in the special body of knowledge associated with the science of computing. Computer science is offered as a major in both the College of Arts

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At Cornell I've learned to trust my own judgment. While friends', advisers', and parents' views are certainly an integral part of my educational and career choices, my decisions must ultimately be based on my own desires and beliefs.

Irene Hegeman

*Agriculture and life sciences '87
Eastport, New York*

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and Sciences and the College of Engineering. In fact, the Department of Computer Science is shared by the two colleges, and many faculty members are jointly appointed. Students generally apply to the college that best suits their interests outside the major, as distribution requirements and electives depend on the college chosen.

Many other Cornell students learn about computer science through the application of computers to other areas of study, which adds excitement to the study of traditional disciplines. There are many ways in which computers are used to aid learning in Cornell's seven undergraduate colleges. A student in the College of Agriculture and Life Sciences might use computers to study business markets, animal feed controls, water management problems, or biological phenomena. A linguistics major in the College of Arts and Sciences might use a microcomputer to study language patterns and the structure of languages. Computer graphics applications intrigue design students in several colleges. An engineering student might use computer-aided design techniques and the Computer-aided Design Instructional Facility to solve engineering problems. Aspiring hotel administrators discover the usefulness of the computer in the energy management of a hotel as well as in accounting and reservations management. Students in the College of Human Ecology use computers to analyze nutritional values for various diets, alternative mortgages for housing markets, and research data. Those in the School of Industrial and Labor Relations learn to process significant quantities of data before analyzing human resource problems. Every day faculty members and stu-

dents discover new ways to obtain insights into their fields of study through computer use.

For a description of computing facilities available at the University, see page 28.

Preprofessional Study

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

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

Second, of great importance to the lawyer is the ability to express thoughts clearly and cogently in both speech and writing. English literature and composition and communication arts courses serve that purpose. Logic and mathematics develop exactness of thought. Also of value are economics, history, government, and sociology, because of their close relation to law and their influence on its development. Psychology leads to an understanding of human nature and mental behavior.

Third, cultural subjects, though they may have no direct bearing on law or a legal career, will expand students' interests, help cultivate an appreciation of literature, art, and music, and develop well-educated and well-rounded people.

Finally, certain subjects are especially useful in specialized legal careers. For some a broad scientific background, when coupled with training in law, may furnish qualifications necessary for specialized work with the government, for counseling certain types of businesses, or for a career as a patent lawyer. A business background may be helpful for those planning to specialize in corporate or tax practice.

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

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

There is no preferred major program for those considering medical or dental school; students are encouraged to pursue their own intellectual interests. Students are

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Sometimes I feel as if there's a safety net here. Even if you don't need it, it's nice to know that there's a whole network of services—to help you understand your classes or find an apartment or just listen to you.

Deanna Silver

*Arts and sciences '87
Glenview, Illinois*

more likely to succeed at, and benefit from, subjects that interest and stimulate them, and there is no evidence that medical colleges give special consideration to any particular undergraduate training beyond completion of the required courses.

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

Preveterinary study. Students interested in a career of veterinary medicine should major in an area of study that not only suits their interests but includes the courses required for admission to a veterinary college. Most preveterinary students at Cornell are enrolled in the College of Agriculture and Life Sciences. Some enter other divisions of the University, especially the College of Arts and Sciences, because of secondary interests or the desire for a broad liberal arts curriculum.

The college-level courses required for admission to the College of Veterinary Medicine at Cornell are English, biology or zoology, physics, inorganic chemistry, organic chemistry, biochemistry, and microbiology. All science courses must include a laboratory. The college also requires demonstrated proficiency in written and spoken English and encourages college-level work in mathematics. The requirements for admission to other veterinary colleges may differ slightly.



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

Officer education. Instruction in officer education is provided by the Department of Military Science (army ROTC programs),

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

Academic Opportunities

Advanced placement. Policies on awarding advanced placement (AP) credit and on using credit to meet degree requirements vary from one Cornell college to another. Entering freshmen may qualify for AP credit on the recommendation of the appropriate departments of instruction. For detailed information students should consult a member of the admission staff of the appropriate college.

Results of examinations sponsored by the College Board (e.g., the advanced placement examinations) may be presented for consideration by departments in determining AP credit. In addition, several Cornell departments offer their own examinations, given on campus during orientation. Students may also qualify for transfer credit based on previous college work.

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

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

Study abroad. Studying abroad for a semester or a year and being an active participant in another culture can bring an important dimension to the educational experience of Cornell students. Cornell Abroad sponsors programs at the University of Hamburg and the University of Seville that have resident faculty directors. It also has agreements with universities in Denmark, Egypt, England, Israel, and Scotland to accept Cornell students. Because many programs require two years of college-level language training, students interested in studying abroad should do their language study early in their academic career. Information on study-abroad programs sponsored by Cornell and other educational institutions is available at the Career Center, the Center for International Studies, and the advising office in each college.

Learning Skills Center. The Learning Skills Center (LSC) provides academic advising, preparatory instruction in core courses (biology, chemistry, English, mathe-



matics, and physics), and tutorial and study sessions. A summer program before the freshman year gives new students an opportunity to pursue college courses before fall enrollment. The LSC has study accommodations and provides access to typewriters, Macintosh microcomputers, a library, old examinations, and tapes.

Reading and Study Skills Program.

Through the Reading and Study Skills Program students have an opportunity to acquire and improve the skills essential for academic success. Each semester a two-credit course is offered in reading improvement and study skills. Workshops are conducted throughout the semester on topics such as time management, note taking, examination strategies, and speed-reading.

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

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

Career Services

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

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

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



The Student Experience

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While I was attending Oxford through the Cornell Abroad program, the many differences between Oxford and Cornell came out. I think the combination of the two is just about unbeatable.

Bill Whyman

*Arts and sciences '85
Fairhaven, New Jersey*

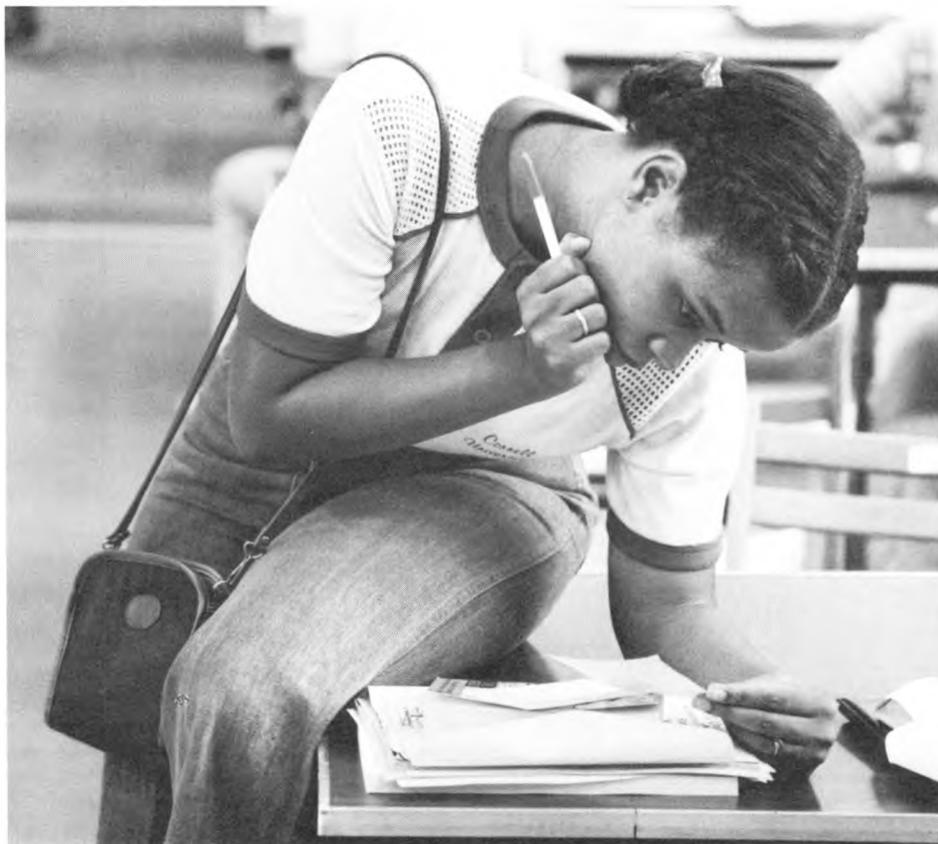
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Cornell staff and students arrange orientation activities and other programs to help new students acclimate to this new community. Orientation, scheduled for the days just before the start of fall semester, introduces new students and their parents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

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

The Freshman Year

Perhaps the most exciting change for Cornell freshmen is in the learning environment. Many introductory courses have large enrollments. Those lecture-style classes are taught by some of Cornell's most eminent scholars and are accompanied by a small laboratory or discussion meeting each week. Although it may seem difficult to ask questions in the lecture setting, teachers encourage questions after class, during labs, and during discussion sections. Beyond the introductory level, as students begin to specialize and explore, most courses are much smaller. Freshmen also take a Freshman Seminar, with fewer than twenty other students each semester. Those seminars pro-



vide close interaction between the students and the faculty member, as both the course topic and writing skills are discussed. There are 150 Freshman Seminars, whose topics range from science writing to Viking history.

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

Most students who enter Cornell remain here until they earn their degree. By fall 1984, 82 percent of the first-time freshmen who in fall 1978 entered the endowed undergraduate units (architecture, art, and planning; arts and sciences; engineering; and hotel administration) had graduated. In the statutory units (agriculture and life sciences, human ecology, and industrial and la-

bor relations) 85 percent of the first-time freshmen who entered in fall 1978 had graduated.

Transfer Students

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

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

Academic and Intellectual Life

Libraries. Cornell students enjoy studying and doing research in the Cornell University libraries, one of the major academic library systems in the country. The sixteen campus libraries contain nearly five million volumes and currently subscribe to some 56,000 periodicals. Students are entitled to use all the libraries on campus, and they have access to almost all the book stacks.

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

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

Computer facilities. Computers are rapidly becoming integrated into academic life as an increasingly important part of instruction and research. Cornell now has three mainframe computers, two IBMs and a DEC 2060. Public terminal clusters are located in twelve areas on campus, and they house about three hundred workstations, including more than 125 microcomputers. A new Macintosh microcomputer center in Uris Library and a terminal room in a residence hall (Dickson) opened recently. The College of Arts and Sciences also has a word-processing center, where more than twenty Macintosh microcomputers are available for student use. A graphics area in Uris Hall and a laser printer in Warren Hall have been installed for student use. Free computing accounts for the IBM and DEC mainframe

computers are distributed at University registration to provide students with enough computing time to meet normal requirements.

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

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

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

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

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Cornell and Ithaca took me by surprise—such a variety of activities, ranging from sports to art fairs, break-dancing to piano recitals. The quality of life at Cornell and Ithaca is as rich and rewarding as you want it to be.

Susan Leong

*Arts and sciences '86
Brooklyn, New York*

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exchange programs with colleges overseas, but students often make their own arrangements for one or two semesters of study in absentia.

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

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

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

The University Faculty Committee on Music sponsors programs by visiting soloists and major orchestras in the Bailey Hall Series, string quartets and other groups in the Statler Series, and occasional operas, ballets, and special events. Several times each



month the Department of Music sponsors free concerts and lectures by visiting artists or by Cornell faculty members and students. The Cornell Concert Commission offers a series of student-produced rock, folk, soul, and jazz concerts. Local bluegrass and folk performers are featured in informal concerts such as weekly events in the Commons, a campus coffeehouse.

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

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

Campus Life and Activities

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

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

For many students fraternity or sorority life is an integral part of their Cornell experience. There are fifty fraternities, to which 37 percent of the male undergraduate stu-

dents belong, and sixteen sororities, to which 25 percent of the female undergraduate students belong. Cornell has one of the largest Greek systems in the country; diversity is the key to its continuing growth. Fraternities and sororities provide opportunities for friendship, leadership, personal growth, and community service while satisfying room and board needs for some members.

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

entire campus community; its delegates are drawn from the Student Assembly, the Employee Assembly, and the Faculty Council of Representatives.

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

The Department of Unions and Activities coordinates resources for educational and recreational activities outside the classroom. Three buildings serve as campus community centers: Willard Straight Hall, Robert Purcell Union, and Noyes Center. Those facilities include a theater, browsing libraries, lounges, darkrooms, craft studios, rooms for social gatherings and meetings, information centers, a tailor shop, a hairstyling salon, banking services, an ice cream parlor, delis, taverns, convenience stores, game rooms, television lounges, music listening and practice rooms, dining halls, and offices for campus organizations. There is also a central ticket office, duplicating services, a travel service, an audiovisual service, and art- and record-lending services.

Several student organizations run social, cultural, recreational, and educational programs in union facilities and other campus buildings. The Activities Center, in Willard Straight Hall, offers a variety of services in support of the more than six hundred campus organizations registered at Cornell, including a central reservations office for campus facilities, funding commissions, and advising services.

The Human Relations Training Program offers workshops and consultative services focusing on questions of prejudice, for campus organizations and University departments.

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

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



It is almost impossible to generalize about the social lives of Cornell students. The ways Cornellians spend their leisure time are as diverse as their academic interests and personal backgrounds. Some students are involved in campus politics, while others are concerned with the problem of world hun-

ger. Some prefer to attend a performance of a jazz band at a coffeehouse, while others never miss a classical music concert, the opening of an art exhibit, or an athletic event. Although Cornell students place a high priority on their academic commitments, they make time for social experiences.



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

Athletics

At Cornell athletic programs have been designed to meet the needs of all students. The Department of Physical Education and Athletics has three components: physical education, intramurals, and intercollegiate athletics.

All entering freshmen must complete two terms of physical education and pass a basic swimming test. There are about eighty physical education courses from which to choose, including basketball, bowling, downhill skiing, jogging, squash, and weight lifting.

Intramurals give students the chance to compete in a variety of sporting activities. Last year there were about 33,000 contestants on two thousand teams in 190 leagues that included representatives from the faculty and staff, the graduate programs, the fraternities and sororities, the dormitories,

and the independent and coeducational living units. The intramural program offers twenty-three activities, including box lacrosse, broomstick polo, inner-tube water polo, sailing, cross-country skiing, and giant slalom.

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

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

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The Harvard-Cornell hockey game my freshman year was so filled with excitement and enthusiasm that words cannot describe it. You would have to experience it yourself.

Jennifer Austin

Arts and sciences '87

New Hartford, Connecticut

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Residence Life

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

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

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

Unfurnished apartments for 420 students and their families are available in three apartment complexes. Requests for further information should be directed to the Family Housing Office.

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

Amitrajeet Batabyal

*Agriculture and life sciences '87
Bombay, India*

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



Dining

Cornell Dining's award-winning program provides complete dining and catering services across the campus. Dining service is available in the Ivy Room and Okenshields in Willard Straight Hall, Sage House in Sage Hall, Noyes Lodge on Beebe Lake, Martha's in Martha Van Rensselaer Hall, the Red Bear Café in Stocking Hall, Noyes Center, Balch Hall, Risley Hall, Hughes Hall, and Robert Purcell Union. Dining facilities are open to all students on a cash or credit basis, and most facilities provide service to members of the Co-op Dining plan. Students are not required to subscribe to a specific dining plan. Off-campus students are eligible to join a dining plan.

Cornell's Co-op Dining program has been acclaimed as one of the most convenient and flexible dining programs in the country. Students choose from a wide range of prepaid options. Co-op Dining has a nutrition awareness program that provides information about the foods we eat and our eating habits. Cross Country Gourmet, a guest restaurant series, recreates the cuisine and ambiance of the finest of North America's restaurants in each of the Co-op Dining rooms once each semester.

In addition Cornell Dining operates a grocery and sundries market at Noyes Lodge. The Statler Student Cafeteria in Statler Hall also provides dining services as part of the hotel school's program.

Student Services

The Dean of Students' Office is dedicated to serving the general needs of students and to developing effective relationships between the various constituencies on campus. The staff is committed to promoting the personal, social, and intellectual growth and development of students as full members of the campus community. Its areas of responsibility are counseling, orientation for new students, advising fraternities and sororities, and providing services for off-campus students.

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

The programs of CURW include a wide range of worship services, pastoral counseling, retreats, lectures, and community involvement projects. Religious scholars are regularly invited to the campus for lectures and sermons. The current member groups of CURW are: AME Zion, Baha'i, Christian Science, Eastern Orthodox, Episcopal, Evangelical Alliance, Friends (Quakers), Hillel (Jewish), Korean Church, Latter-Day Saints, Lutheran, Muslim, Protestant Cooperative Ministry (American Baptist, Methodist, United Church of Christ, and United Presbyterian), Roman Catholic, Southern Baptist, and Unitarian-Universalist. The programs of CURW are open to all people, with or without religious affiliation.

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



Table 1. Directory of Student Services

Bursar	260 Day Hall	256-2336
Career Center	14 East Avenue	256-5221
COSEP	100 Barnes Hall	256-3841
Counseling	103 Barnes Hall	256-3608
Dean of Students' Office	103 Barnes Hall	256-4221
Dining	233 Day Hall	256-8581
Disabled students	234 Day Hall	256-5298
Family housing	40 Hasbrouck Apartments	256-5333
Health	Gannett Health Center	256-4082
Information and Referral Center	Lobby, Day Hall	256-6200
International students	200 Barnes Hall	256-5243
Off-campus housing	103 Barnes Hall	256-5373
On-campus housing	1142 North Balch Hall	256-5368
Orientation and new-student programs	103 Barnes Hall	256-4131
Religious affairs	118 Anabel Taylor Hall	256-4214
Student activities	533 Willard Straight Hall	256-4180
Traffic Bureau	116 Maple Avenue	256-4600

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

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

University Health Services provides comprehensive medical care for all full-time Cornell students. Gannett Health Center is open twenty-four hours a day during the school year. The center's medical staff, under the supervision of the medical director, consists of physicians and surgeons from the Ithaca area. General medical care, psychological services, gynecological care, overnight care, and emergency care are provided at the center. Laboratory tests, X-rays, physical therapy, limited consultations, allergy shots, drugs, and other services are also available.

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

Want to Ask a Student a Question?

Prospective students often have questions they would like to ask undergraduates about life on campus. If you have such questions, the Cornell Ambassadors would like to hear from you. The Ambassadors are undergraduate representatives of all the colleges on campus. If you know the unit or field in which you are interested, please include it in your letter; the Office of Admissions will forward the letter to the appropriate Ambassador for a reply. Write to Cornell Ambassadors, Box AMB, Office of Admissions, 410 Thurston Avenue, Ithaca, New York 14850-2488.



Undergraduate Admissions

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There are very few black faces in my 1959 Cornell yearbook and not many women's faces. But now nearly half the undergraduates are women of all races and more than a tenth of the undergraduate men are minority members. They are all making Cornell better.

Jennie Towle Farley

Associate Professor
School of Industrial and Labor Relations

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

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

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

It is the policy of Cornell University actively to support equality of educational and employment opportunity. No person shall be



denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, age, or handicap. The University is committed to maintaining affirmative action programs which will assure the continuation of such equality of opportunity.

Students may submit only one application to Cornell for a given semester. Each applicant competes only with those seeking admission to the same Cornell unit. Each college has its own selection committee, offering admission to those who best demonstrate the potential to benefit from the Cornell experience and the offerings of that college.

Criteria for Selection

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

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

Profile of the Class of 1989

Applicants to colleges

	<i>Applications</i>	<i>Acceptances</i>	<i>Enrolled Freshmen</i>
Agriculture and life sciences	3,413	1,021	641
Architecture, art, and planning	600	140	101
Arts and sciences	8,866	2,469	935
Engineering	4,510	1,549	656
Hotel administration	932	175	149
Human ecology	1,044	379	271
Industrial and labor relations	484	184	138
Total	19,849	5,917	2,891

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

Male and female distribution of entering students: male, 56%; female, 44%

Geographical distribution of entering students

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

Matriculants with need-based financial aid: 1,475

Minority students among matriculants: 565 (19.5%)

Children of Cornell alumni: applicants, 1,230; acceptances, 557; matriculants, 363

Character, personality, and motivation.

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

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

Geographical distribution. Cornell draws its students from all parts of the United States and more than ninety foreign countries. The University believes in the educa-

tional values inherent in bringing to the campus people of widely different backgrounds and directs its admission policies toward that end.

The undergraduate colleges supported financially by New York State—the College of Agriculture and Life Sciences, the College of Human Ecology, and the School of Industrial and Labor Relations—while serving New York State students, share those values and encourage applications from well-qualified out-of-state students.

The privately endowed divisions—the College of Architecture, Art, and Planning; the College of Arts and Sciences; the College of Engineering; and the School of Hotel Administration—traditionally have even broader geographic diversity. Among applicants of approximately equal qualifications, preference may be given to those whose homes are in areas underrepresented in the student body.

Children of alumni. The University encourages applications from the children of alumni. In choosing among applicants of approximately equal qualifications, including

scholarship, extracurricular activities, character, personality, and motivation, the son or daughter of an alumnus or alumna may receive preference. The Cornell relationship receives serious consideration by selection committees, although the statutory units, because of their New York State affiliation, cannot weigh that factor as heavily as the endowed divisions can.

Required Interviews

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

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

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

Applicants to the Program in Urban and Regional Studies are not required to have an interview but are encouraged to visit the



campus. Prospective students should contact the program director, Program in Urban and Regional Studies, 106 West Sibley (607/256-4025), to arrange a visit.

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

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

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

Optional Conferences and Interviews

College of Agriculture and Life Sciences. The college offers group conferences and personal interviews by prior appointment. Freshman applicants make appointments for interviews, as time allows, weekdays from June 1 through mid-December. Group conferences for high school students and their families are held on Mondays and Fridays at 11:15 a.m. and 2:30 p.m. throughout most of the year. A Saturday group conference is also offered once a month during the fall and the late spring. There is a videotape presentation about the college and its programs; a discussion of admission procedures, financial aid, and student life; and a

question-and-answer period. After the conference visitors may tour the campus with a student representative.

Transfer applicants may schedule personal interviews throughout the year to discuss their course preparation for transfer. There are also group transfer conferences that provide an opportunity for individual questions.

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

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

Personal interviews for prospective freshmen are conducted on campus Monday through Friday from 9:00 a.m. to 4:00 p.m. from June 1 through December 20. Inter-

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The greatest challenge I faced at Cornell was adjusting to being in a class with so many students of equal intelligence and capabilities.

David Gerber

*Human ecology '85
Oceanside, New York*

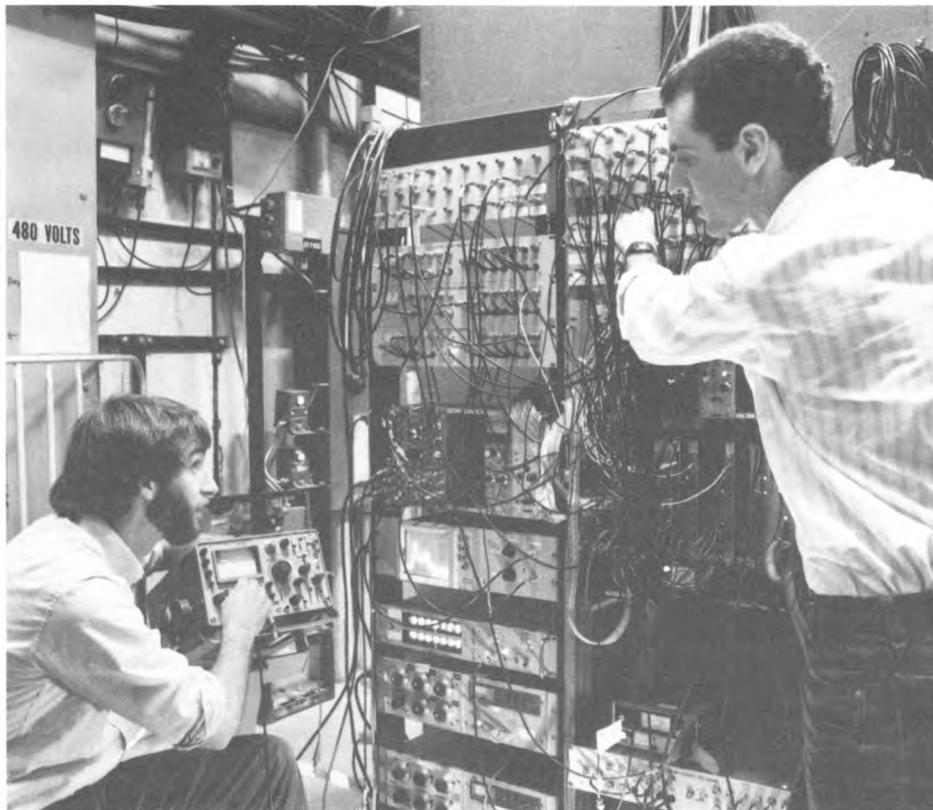
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views for transfer applicants are offered through mid-March. Appointments should be scheduled well in advance by writing or calling the Arts and Sciences Office of Admissions, Binenkorb Center, Goldwin Smith Hall (607/256-4833).

All prospective students and their families are invited to attend group conferences to discuss the curriculum, special programs and options, student life, and admission and financial aid policies. Members of the faculty generally participate in the conferences, which are intended to be informative rather than evaluative. Conferences are held on Mondays at 10:00 a.m., Fridays at 3:00 p.m., and Saturdays at 10:00 a.m. from September 21 through December 21 and are followed by a tour of the college. Appointments are recommended and may be arranged by contacting the college's admission office.

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





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

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

Alumni Secondary Schools Committee program. An extensive network of alumni volunteers works with the University Admissions Office to help prospective students and their families learn more about the University and to assist selection committees through formal reports on freshman applicants. About four thousand graduates are organized into three hundred Alumni Secondary Schools Committees (ASSCs) in the United States and in many countries around the world.

Names of those who have applied for admission are referred to area alumni representatives who then make arrangements for as many information interviews as possible. ASSC interviews are not required, but contacts with ASSC members give applicants an opportunity to broaden their knowledge of Cornell. The ASSC interview does *not* substitute for the required interviews of the College of Architecture, Art, and Planning and the Schools of Hotel Administration and Industrial and Labor Relations.

ASSCs also sponsor area receptions for prospective students and their parents, visit secondary schools, and represent the University at college information programs.

Admission of Freshmen

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

Admission requirements. Each college has its own requirements for freshman admission, summarized in table 2. Applicants are responsible for fulfilling the requirements of the college to which they are applying.

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

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

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

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

Five divisions of the University—the Colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Engineering; and Human Ecology and the School of Hotel Administration—follow a policy of rolling notification. They report decisions to applicants over a period of time, beginning as

early as mid-February and ending in mid-April. The selection committee in each of those colleges reviews a large number of applications, and the date on which an applicant hears from Cornell does not necessarily indicate the quality of the applicant.

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

Most financial aid announcements are

also mailed to admitted applicants on the common notification date in early to mid-April.

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

Early decision. The Colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineer-

Table 2. Requirements and Recommended Preparation for Freshman Admission

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

*Students whose native language is not English must fulfill the English proficiency requirement (see p. 46) even if currently studying in the United States.

Cornell University

1986 Application for Admission

Part 1

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

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

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

Seniors in high school are strongly encouraged to mail their applications by early December to avoid postal delays. There is a timetable of deadlines on page 49 in *Introducing Cornell*.

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

Instructions for Completing Part 1

Social Security Number

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

Applicant Status

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

Transfer. In most cases transfer applicants are no longer affiliated with a high school and have completed at least twelve credits of college or university work at the time of *application*. High school students who complete graduation requirements at midyear and take college courses for the rest of the

academic year are considered freshman applicants. Prospective applicants who feel that their circumstances are exceptional should consult with the director of admissions in the Cornell college of interest before filing an application.

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

Early decision. The Colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology participate in an early decision plan, designed for well-qualified high school seniors whose first choice is Cornell.

Given the nature of the early decision agreement, a prospective student should not apply to more than one college or university on an early decision basis. Students applying under the plan agree, if accepted, to withdraw other applications and pay the acceptance deposit by January 1. Cornell reserves the right to rescind an offer of admission to any accepted early decision applicant who does not abide by the terms of the early decision agreement.

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

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

Financial Aid

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

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

Undergraduate School or College

Undergraduate admission to Cornell is granted by each undergraduate college. Applicants should apply to the division that best suits their academic plans.

Anticipated Field of Interest

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

Optional Information

Higher Education Opportunity Program and Educational Opportunity Program

HEOP and EOP are open to *New York State residents only*. Applicants to the Colleges of Architecture, Art, and Planning, Arts and Sciences, and Engineering and the School of Hotel Administration who meet the economic and academic guidelines are eligible for HEOP. Those applying to the Colleges of Agriculture and Life Sciences and Human Ecology and the School of Industrial and Labor Relations who meet the guidelines are eligible for EOP. For guidelines see page 48 in *Introducing Cornell*.

Committee on Special Educational Projects

COSEP assists students from minority groups that have traditionally been underrepresented in higher education. In conjunction with the individual colleges and the Office of Minority Education Affairs, COSEP provides additional academic support and counseling services. Participation in the program is voluntary. Students who would like to receive information about COSEP and the Office of Minority Education Affairs should check the appropriate box.

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

Parents or grandparents who have attended Cornell. We would appreciate knowing if any of your parents or grandparents attended Cornell, in either undergraduate or graduate programs.

Joint Statement on Common Admission Procedures

Ivy Group Institutions

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

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

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

General Procedures

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

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

December Notification

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

- a. The College Board-approved early decision plan, which is offered by Columbia College, Cornell University, Dartmouth College, and the University of Pennsylvania, requires a prior commitment to matriculate. Financial aid awards for those qualifying for financial assistance will normally be announced in full detail at the same time as the admission decisions. *An applicant receiving admission and an adequate financial award under the early decision plan will be required to accept that offer of admission and withdraw all applications to other colleges or universities. All the Ivy institutions will honor any required commitment to matriculate that has been made to another college under this plan.*
- b. An early action plan is offered by Brown University, Harvard University, Princeton University, and Yale University. That plan does not require a commitment to matriculate. Under the plan a student may file an early action application at only one of those institutions. Students may apply, however, to other colleges at any time under their regular admission program (spring notification of final admission decision). Those admitted applicants applying for financial aid and qualifying for financial assistance will not receive any information concerning financial aid awards until the April common notification date.

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

Early Evaluation Procedure

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

April Notification

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

Financial Aid

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

Common Reply Date

Except for applicants admitted under the College Board-approved early decision plan, which requires a prior commitment to matriculate, no applicant admitted to any of the Ivy institutions will be requested to announce his or her decision to accept or decline an offer of admission until the candidates' reply date of May 1. All such applicants may delay their commitment to attend until May 1 without prejudice.

Participating Institutions

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

Cornell University

1986 Application for Admission

Part 1

Please read the instructions before completing this form. Type or print clearly in ink. Enclose a \$40 check or money order (nonrefundable), payable to Cornell University, or a fee waiver, and return it by the appropriate deadline (deadlines should be considered the postmark date) to the **University Admissions Office, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850-2488**. Forms for completing the application will be forwarded upon receipt of part 1 and the fee or waiver.

Deadlines

November 1

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

January 1

Fall semester freshman applicants

March 15

Fall semester transfer applicants

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

U.S. social security number: _____

Permanent address: _____
number and street

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

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

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

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

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

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

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

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

Are you applying for financial aid? Yes No

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

College at Cornell to which you are applying:

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

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

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

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

Transfer Applicants

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

CEEB code number: _____ Type: Two-year Four-year Public Private

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

See reverse.

Optional Information

- I want to be considered for HEOP or EOP (New York State residents only) (see instructions).
- I am interested in receiving information on the services provided through COSEP and the Office of Minority Education Affairs (see instructions).

Racial or ethnic background:

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

Parents or grandparents who have attended Cornell:

name	relationship to you	dates enrolled	degree(s)

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

All Applicants

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

Date: _____ Signature: _____

Field-of-Interest Codes

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

College of Agriculture and Life Sciences

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

- 180 **Statistics and biometry**
- 182 **Special programs and career options** (cooperative extension, general agriculture, international agriculture, teaching of agriculture)

College of Architecture, Art, and Planning

- 205 **Architecture** (five-year program)
- 210 **History of architecture** (transfer students only)
- 215 **Fine arts** (graphic arts, painting, photography, sculpture)
- 225 **Urban studies** (city and regional planning)

College of Arts and Sciences

- 310 **Africana studies**
- 312 **American studies**
- 314 **Anthropology**
- 316 **Archaeology**
- 318 **Asian studies**
- 320 **Astronomy**
- 350 **Biological sciences** (animal physiology and anatomy; biochemistry; biology and society; botany; cell biology; ecology, systematics, and evolution; genetics and development; neurobiology and behavior)
- 360 **Chemistry**
- 361 **Classics**
- 362 **Comparative literature**
- 363 **Computer science**
- 364 **Economics**
- 365 **English**
- 366 **French**
- 377 **Geological sciences**
- 378 **German**

- 379 **Government**
- 380 **Greek**
- 381 **History**
- 382 **History of art**
- 383 **Italian**
- 384 **Latin**
- 385 **Linguistics**
- 386 **Mathematics**
- 387 **Music**
- 388 **Near Eastern studies** (Near Eastern and biblical civilization, Near Eastern languages and literature)
- 389 **Philosophy**
- 390 **Physics**
- 391 **Psychology**
- 392 **Russian and Soviet studies**
- 393 **Social relations**
- 394 **Sociology**
- 395 **Spanish**
- 396 **Theatre arts and dance**
- 398 **Other**
- 399 **Undecided**

College of Engineering

- Field Programs**
- 405 **Chemical engineering**
- 410 **Civil and environmental engineering**
- 415 **Computer science**
- 420 **Electrical engineering**
- 425 **Engineering physics**
- 477 **Geological sciences**
- 480 **Materials science and engineering**
- 485 **Mechanical engineering**
- 490 **Operations research and industrial engineering**
- 495 **College Program** (bioengineering, and other interdisciplinary engineering sciences)

School of Hotel Administration

- 501 **Hotel administration**

College of Human Ecology

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

School of Industrial and Labor Relations

- 701 **Industrial and labor relations**

ing; and Human Ecology participate in an early decision plan, designed for well-qualified high school seniors whose first choice is Cornell. Only a small percentage of the freshman class is admitted during the early decision selection process.

Given the nature of the early decision agreement, a prospective student should not apply to more than one college or university on an early decision basis. Students applying under the plan agree, if accepted, to withdraw other applica-

tions and pay the acceptance deposit by January 1. Cornell reserves the right to rescind an offer of admission to any accepted early decision applicant who does not abide by the terms of the early decision agreement.

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

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

Additional Requirements	Other Recommended Preparation	Admission Options	Undergraduate Degrees Granted
	A total of 18 units, including 3 units of science (biology, chemistry, and physics); for New York State residents, Regents examinations; for those who take SATs, College Board achievement tests in two of the following: English composition, mathematics, and science	Early decision, early admission, and deferred enrollment	B.S.
<i>Architecture and art: an interview, preferably on campus; a file portfolio that meets department specifications</i>	<i>Architecture: 1 unit of physics and 3 or 4 units of foreign language (3 years of one language or 2 years each of two languages)</i>	Early decision, early admission, and deferred enrollment	B.Arch, B.F.A., and B.S.
	College Board achievement test in any foreign language to be continued for credit in college	Early decision, early admission, deferred enrollment, and spring term admission	A.B.
	1 unit of biology for those interested in bioengineering	Early decision, early admission, and deferred enrollment	B.S.
An interview, preferably on campus	Additional mathematics and science (especially physics), social studies, foreign language, writing	Deferred enrollment	B.S.
	Another unit of biology, chemistry, or physics	Early decision, early admission, and deferred enrollment	B.S.
An interview, on or off campus; a five-hundred-word essay describing the applicant's interest in the field	Additional mathematics	Early admission and deferred enrollment	B.S.

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

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

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

The College of Agriculture and Life Sciences, the School of Hotel Administration,

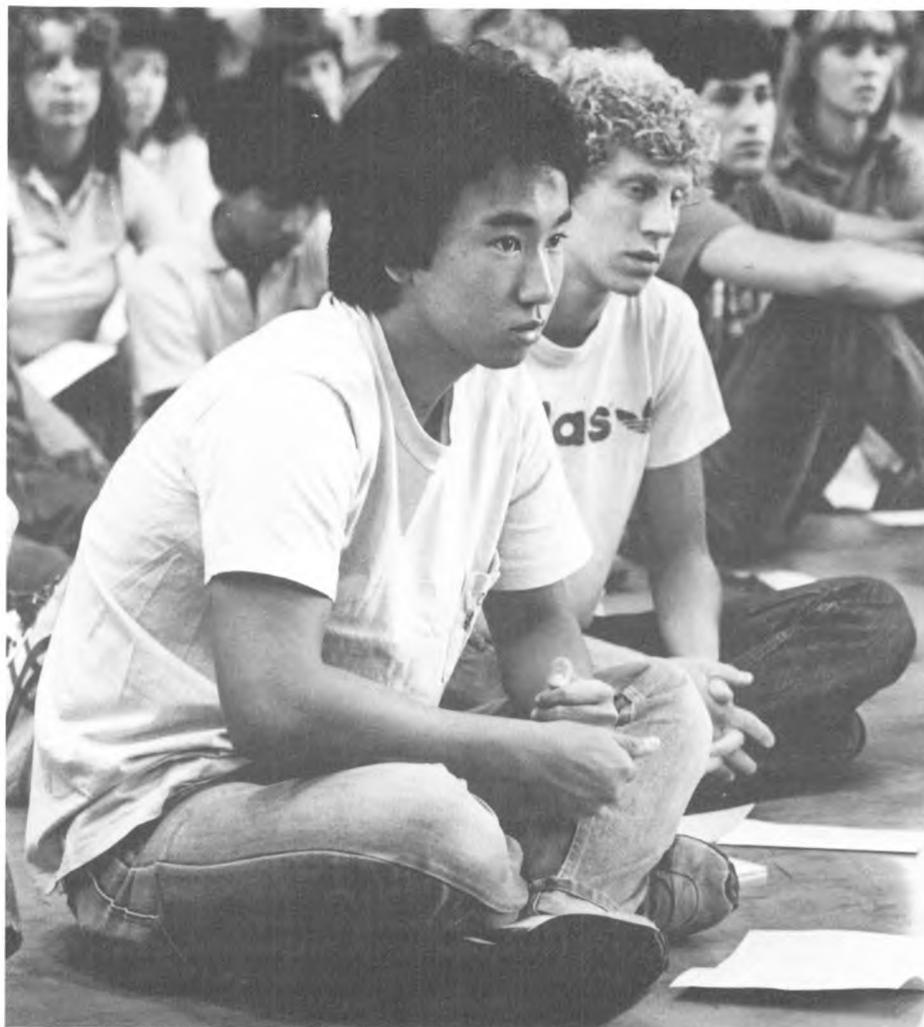


Table 3. College Board Test Dates

Test Date	U.S. Registration Deadline	U.S. Late Registration Deadline	International Registration Deadline*	Scholastic Aptitude Test	Achievement Tests
October 12, 1985	September 20, 1985			Yes†	No
November 2, 1985	September 27, 1985	October 9, 1985	September 23, 1985	Yes	Yes
December 7, 1985	November 1, 1985	November 13, 1985	October 28, 1985	Yes	Yes
January 25, 1986	December 20, 1985	January 2, 1986	December 16, 1985	Yes	Yes
March 15, 1986	February 7, 1986	February 19, 1986	February 3, 1986	Yes	No
May 3, 1986	March 28, 1986	April 9, 1986	March 24, 1986	Yes	Yes
June 7, 1986	May 2, 1986	May 14, 1986	April 28, 1986	Yes	Yes

Note: Sunday administrations of the Scholastic Aptitude Test will be offered on November 3, 1985; December 8, 1985; January 26, 1986; May 4, 1986; and June 8, 1986. In addition, alternative testing arrangements will be made for students who observe the first day of Hanukkah (Sunday, December 8, 1985) or Holy Saturday of the Christian Orthodox Church (May 3, 1986).

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

New York State applicants should contact their guidance counselors for test dates, as New York State test dates

may differ and some achievement tests may not be offered.

*Postmark date.

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



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

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

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

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

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

Freshman Summer-Scholars Program.

The Freshman Summer-Scholars Program eases the transition from high school to college by offering an opportunity to adjust to university life, meet members of the faculty, and make friends on campus in the relaxed atmosphere of Cornell's Summer Session. Any freshman who has been accepted by the University may participate. Students in the program enroll in two undergraduate courses. One is selected by the student; the other is a Freshman Seminar, designed to improve writing skills. For more-detailed information contact the Freshman Summer-Scholars Program, Cornell University Summer Session, B12 Ives Hall (607/256-4987).

Table 4. American College Testing Program Test Dates

Test Date	Registration Deadline
October 26, 1985	September 27, 1985
December 14, 1985	November 15, 1985
February 8, 1986	January 10, 1986
April 12, 1986	March 14, 1986
June 14, 1986	May 16, 1986

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

Admission of Transfer Students

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

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

Most of the colleges require a minimum of four semesters in residence at Cornell. The exception is the School of Hotel Administration, which requires five semesters.

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

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

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

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

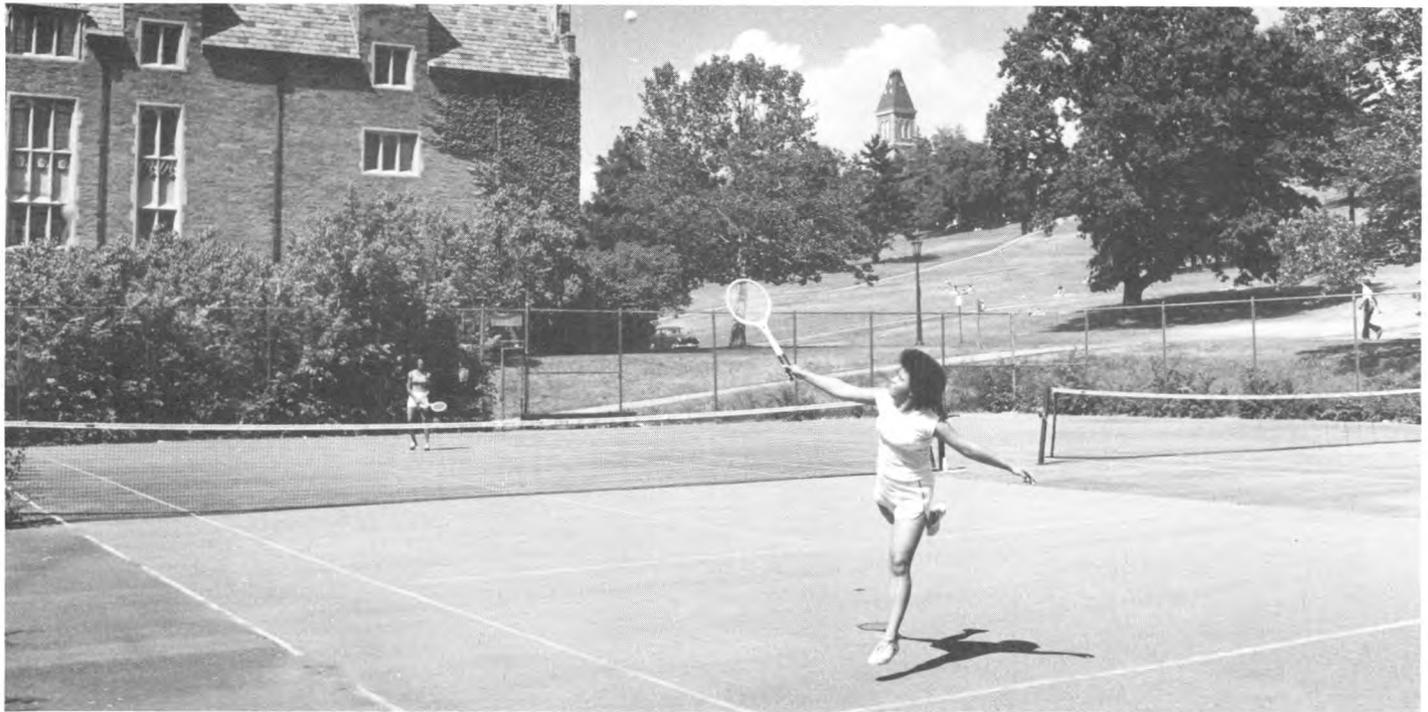


Table 5. Requirements for Transfer Admission

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

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

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

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



Admission of Special Students

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

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

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



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

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

Admission of Students with International Education

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

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

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

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

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

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

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

- a. The native language of the applicant is English.
- b. By January 1, 1986, a freshman applicant will have completed two full years of study in the United States or another country in which English is the native language. By March 15, 1986, a transfer applicant will have completed three semesters or five quarters of study in the United States or another country in which English is the native language.
- c. The applicant earned a score over 600 on either the verbal section of the SAT or the College Board achievement test in English.



Table 6. Test of English as a Foreign Language Dates

Test Date	U.S. and Canada Registration Deadline	International Registration Deadline
August 3, 1985	July 1, 1985	June 17, 1985
October 26, 1985	September 3, 1985	September 9, 1985
November 16, 1985	October 16, 1985	September 30, 1985
January 11, 1986	December 9, 1985	November 25, 1985
March 8, 1986	February 3, 1986	January 20, 1986
May 10, 1986	April 7, 1986	March 24, 1986

Financial matters. Financial aid resources for foreign students at Cornell are limited. Most accepted students must meet the full cost of their education at Cornell from personal or other funds. Those who do receive financial aid have exceptional academic records and show extraordinary potential to contribute to the Cornell community. Priority is given to students with the highest financial need and those who are not currently studying in the United States. Financial aid awards for foreign students are not made until April or May, which may be a consideration for early decision or spring term applicants.

Upon acceptance for admission to Cornell, a foreign student must present evidence that sufficient funds will be available to

cover all expenses anticipated for the entire period of study at the University. When satisfactory certification has been received, form I-20 (certificate of eligibility for nonimmigrant F-1 student status) will be issued. Students who hold other types of nonimmigrant visas (e.g., G-4, A-2, E-1) do not need form I-20 but must submit financial certification before registration will be permitted.

Nonforeign applicants with international education. Applicants who are United States citizens and those holding United States permanent resident or refugee visas who have had international educational experiences should request the sup-



plementary international education forms when filing part 1 of the application for admission. Those forms include a summary of educational background and a report of proficiency in English (for non-native speakers of English only).

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

Minority and Special Opportunity Programs

Cornell University administers several programs that provide academic and personal support to minority and low-income students who meet program guidelines.

COSEP/Office of Minority Education Affairs. In 1963 COSEP (the Committee on Special Educational Projects) was founded, in accordance with Cornell's mission as a land-grant institution and its founding philosophy, to be "an institution where any person can find instruction in any study." Cornell recruits and admits minority students

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Cornell challenges you to live up to your full potential.

Larry Carbone

ILR '85

Howard Beach, New York

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with outstanding credentials, as well as those who show strong promise for academic success but whose secondary school profiles are less competitive because of disadvantaged educational and economic backgrounds. COSEP programs are directed by the Office of Minority Education Affairs, which provides a comprehensive support program for all minority students at the University.

The main goals of the program are to

- a. assist in identifying qualified minority students with disadvantaged educational and economic backgrounds, as well as those from groups that have traditionally been underrepresented in higher education
- b. provide minority students with academic, tutorial, and counseling services to ensure progress toward the completion of their degrees
- c. assist the colleges in raising the retention and graduation rates for minority students
- d. encourage institutional change to ensure an excellent education for minority students

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

Higher Education Opportunity Program (HEOP) and Educational Opportunity Program (EOP). New York State residents who meet both the economic and the academic guidelines (see tables 7 and 8) are eligible to be admitted to Cornell through the HEOP (endowed colleges) and EOP (state-supported colleges) programs. Those programs assist a limited number of students who, because of their economic

and educational backgrounds, might not have considered attending Cornell. HEOP and EOP students are provided with a variety of services, including financial assistance, counseling, tutoring (required by the state), and a prefreshman summer program (required by the state). Those services are provided by the State Programs Office, the Learning Skills Center, and various college offices. Prospective students who believe they qualify and want to be considered must request such consideration on part 1 of the application for admission.

Summer programs. Prefreshman six-week summer courses are available for students whose previous preparation and academic goals indicate a need. Those expected to attend will be advised at the time of acceptance for admission.

Application Procedures

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

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

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

Table 7. Economic Guidelines for HEOP and EOP Eligibility

Dependents in Household*	Gross Family Income in 1985†
One	\$ 7,000
Two	9,200
Three	11,500
Four	14,200
Five	16,700
Six	19,400
Seven	22,000
Eight	24,200
Nine or more	26,700 plus \$2,000 for each family member in excess of nine

Note: These guidelines are subject to change after July 1985.

*Including the head of the household.

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



Table 8. Academic Guidelines for HEOP and EOP Eligibility

HEOP

Architecture, art, and planning	Below 550 verbal and mathematics SAT or below top third in class rank
Arts and sciences	Below 540 verbal SAT or below top third in class rank
Engineering	Based on a combination of factors
Hotel administration	Below 1,000 composite SAT

EOP

Agriculture and life sciences	1,000 or below composite SAT with neither verbal nor mathematics above 550
Human ecology	Based on a combination of factors
Industrial and labor relations	1,100 or below composite SAT or 500 or below verbal or mathematics SAT or below top fifth in class rank

Students from very low income backgrounds may request a waiver of the application fee. Students may receive waivers in any of four ways: (1) by submitting the fee waiver request form of the Admissions Testing Program (ATP) of the College Board,

which most high school guidance counselors have; (2) by submitting a request from a reputable agency such as the College Bound Program; (3) by submitting a letter from a high school guidance counselor stating that because of financial circumstances a fee waiver is necessary; or (4) by completing

the request for waiver of application fee form, available from the University Admissions Office, 410 Thurston Avenue.

Admission and Financial Aid Timetable

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

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

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

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

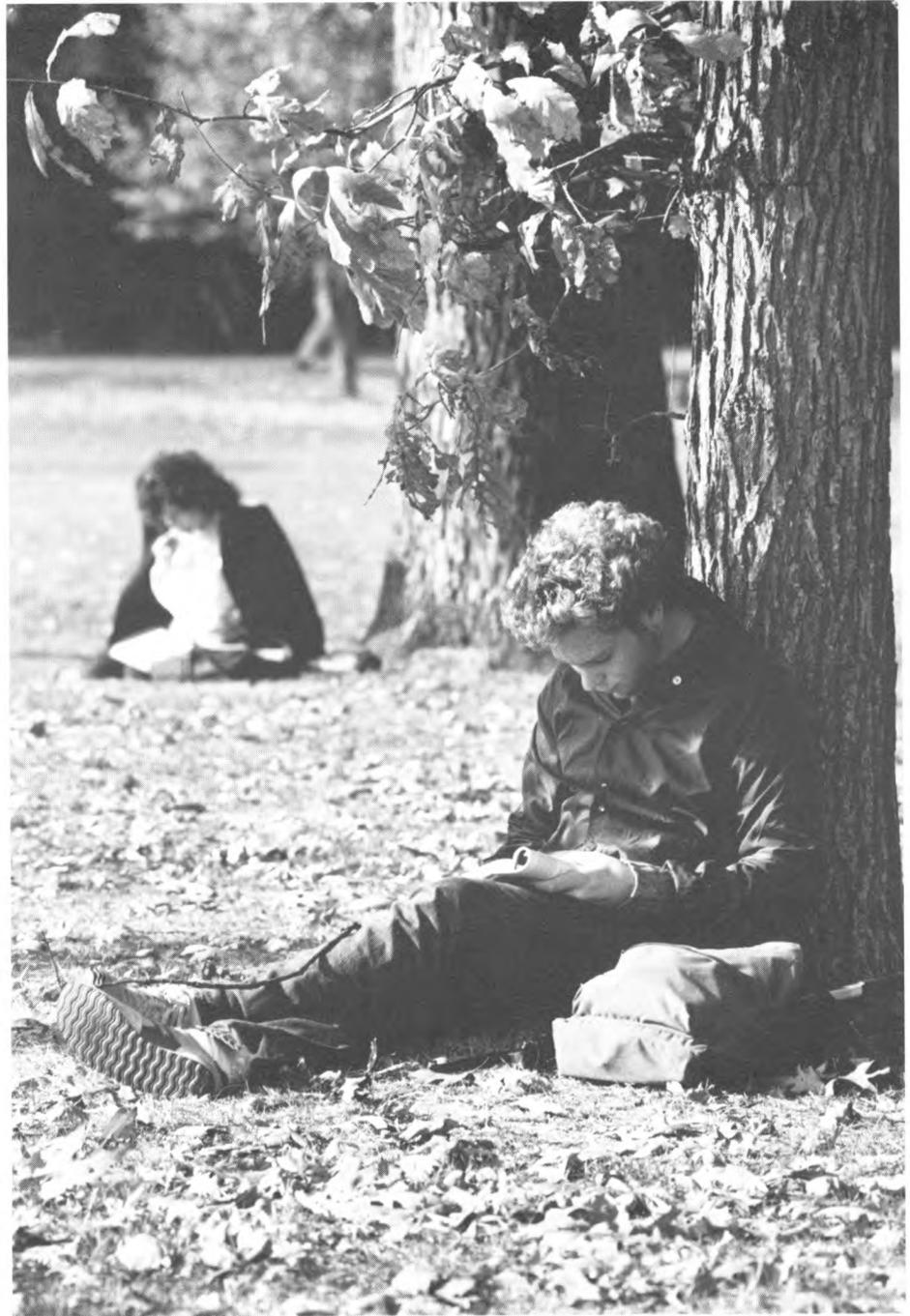
February 15. Deadline for freshman financial aid applicants to send the FAF to the College Scholarship Service. Deadline for foreign transfer applicants residing outside the United States and Canada to submit the information sheet (form 1A) and part 1.

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

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

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

Early to mid April. Decisions announced for freshman applicants to the College of Arts and Sciences and the School of Industrial and Labor Relations. Financial aid awards announced for all freshman applicants for the fall semester.



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

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

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



F inancial Information

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I've been on financial aid for all four years, and I've never lacked the opportunity to increase my aid. I've worked in dining, residence life, and admissions. When I ran into trouble coming up with funds, the Financial Aid Office came up with other possibilities. It's up to you. They are here to help you.

Alison Stratton

*Arts and sciences '86
Old Lyme, Connecticut*

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In keeping with founder Ezra Cornell's intention that Cornell be "an institution where any person can find instruction," Cornell is committed to enrolling and maintaining a student body of high quality and diversity. To achieve that goal, the college selection committees make admission decisions without regard to the ability of students or their parents to pay for educational costs. Therefore applicants should not hesitate to apply for admission because of financial circumstances. Only after a student is accepted does the Office of Financial Aid and Student Employment review the family's financial circumstances to determine eligibility for financial assistance.

Cornell supports the premise that parents and students have the primary responsibility for paying for educational expenses. However, recognizing that many families do not have sufficient resources to pay for a Cornell education, the University offers a comprehensive financial aid program to help meet educational expenses, including employment opportunities, loans, federal and state grants, and awards from the University. For the past decade Cornell has been able to assist all students who demonstrated financial need, and it will make every effort to continue that policy.

Financial aid is a complicated process, and students and parents often have questions about aid programs and need analysis. Parents and students should realize that a yearly analysis will be made of their ability

to pay education costs and that annual adjustments in their contributions may be made. The University encourages both students and their parents to contact the Office of Financial Aid and Student Employment. The staff is ready to help.

Financial Aid

Determining financial need. All financial assistance at Cornell is awarded on the basis of need. No University aid is offered in recognition of athletic, academic, or other talents. Need is determined by subtracting the total family contribution from the estimated cost of attendance.

The Financial Aid Office uses the information provided on the Financial Aid Form (FAF) to determine a fair contribution from each family. In analyzing those data, the University closely follows, but does not strictly adhere to, the standards of the College Scholarship Service.

In assessing the contribution from the family, many factors are taken into consideration. Among them are the family's income and assets, the size of the family, the number of dependents in college, and educational and medical expenses. To verify the information on the FAF, parents must submit copies of their most recent federal income tax return to Cornell.

The family's contribution includes contributions from students as well as from parents. The student's contribution includes earnings from summer and vacation employment, veterans' benefits, and a portion of personal savings and assets.

When the parents of an applicant are separated or divorced, Cornell requests financial information from both the custodial and the noncustodial parent and expects both to contribute toward the cost of the student's education. If the custodial parent has remarried, federal law requires that information about the income of the stepparent be included.

In rare instances a student may receive financial aid based solely on his or her own fi-

nancial resources. To apply for aid from the University as an independent student, the student must meet the federal criteria for independence, be twenty-two years old by June 30 of the year for which he or she is applying for aid, and have been self-supporting for the three previous years. Orphans, wards of the court, and students whose parents are disabled or incompetent are exempt from those criteria.

The financial aid package. Once the University has determined the family's contribution, that figure is subtracted from the cost of attendance to determine financial need. A combination of resources is offered to meet that need. The financial aid package usually consists of employment eligibility, a loan, and, if need remains, a grant. The amount of self-help (employment and loan) in the aid package varies. It is determined by several factors, including the student's academic ability, leadership qualities, community service, and extracurricular contributions. Particular attention will be given to the needs of low-income and minority students in determining the self-help levels in the financial aid package.

Less-than-expected academic performance will not adversely affect a student's aid package for at least two years. Aid packages may, however, change after the first year if a family's financial circumstances change, costs increase, or there is a change in availability of federal funds.

Currently 70 percent of Cornell undergraduates receive some form of financial aid

Table 9. Income Distribution for Families Receiving Need-based Aid, 1984-85

Family Income	Number of Students
Less than \$10,000	397
\$10,000-\$20,000	864
\$20,000-\$30,000	980
\$30,000-\$40,000	1,049
\$40,000-\$50,000	847
\$50,000-\$60,000	547
\$60,000-\$70,000	272
More than \$70,000	204
Total	5,160

*In addition, 344 independent students received need-based aid.



from University, state, federal, or other sources. About 50 percent receive Cornell grants, employment, or loans. Students from families with incomes at all levels attend the University. The income distribution of families receiving University assistance is shown in table 9.

Sources of Aid

The Cornell Tradition. Cornell has a nationally recognized and unique financial assistance program known as the Cornell Tradition. Made possible through the generosity and support of alumni and friends, the Cornell Tradition rewards students who demonstrate a commitment to working and funding a portion of their own education.

There are four programs in the Cornell Tradition: the Freshman/Transfer Fellowship, awarded for a student's first year at Cornell; the Academic Year Fellowship, awarded to continuing students; the Summer Fellowship, awarded to students otherwise involved in Cornell Tradition programs who need help meeting their summer savings expectation; and the Summer Job Network, through which students are placed in career-related, and often subsidized, jobs. While placement in the Summer Job Network is available to all undergraduates, fellowships are awarded only to financial aid recipients.

Freshman/Transfer Fellows are nominated during the admission process. Continuing students apply for the Academic Year Fellowship each year during the spring term. Selection is based on achievement, initiative, leadership, scholarship, and a willingness to work. Those selected receive up to \$2,500 to reduce the recommended loan portion of their financial aid package for the following year. More information about the Cornell Tradition may be obtained from the Student Employment Office, 203A Day Hall.

Other Cornell-administered awards.

Students who still have financial need after receiving employment eligibility and a loan may be eligible for a Cornell grant. The University has budgeted over \$11.5 million for undergraduate financial assistance in 1985-86. In addition, almost \$4 million of endowment and gift income are used to support students. As the University matches the student to the most appropriate source of Cornell aid, only one financial aid application is necessary.

Supplemental Educational Opportunity Grants (SEOGs) are made from funds given to the University to distribute to students who demonstrate exceptional financial need. The grants range from \$200 to \$2,000 per year.

Higher Education Opportunity Program (HEOP) and Educational Opportunity Program (EOP) grants are awarded by New

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The Cornell Tradition has helped me a lot. My work during the year is paying off—I'll be less in debt when I graduate.

Patrick Heaphy

*Agriculture and life sciences '88
Sudbury, Ontario*

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York State to residents who meet both the academic and economic guidelines (see tables 7 and 8).

External scholarships and grants. A significant part of Cornell's financial aid program is the funds that students bring with them from outside sources. Without that assistance, Cornell would be unable to spread its resources as far as it does.

Pell Grants range from \$250 to \$2,100 for full-time students. The federal government awards the grants based on financial need. Cornell attempts to identify eligible students and includes an estimate of the award in the aid package. All eligible students must apply for Pell Grants, by checking the appropriate box on the FAF.

Regents College Scholarship and Tuition Assistance Program (TAP) awards for New York State residents range from \$250 to \$2,700 a year. Prospective students should obtain applications for the award from high school guidance counselors and submit them to the New York Higher Education Services Corporation, Student Financial Aid Section, Tower Building, Empire State Plaza, Albany, New York 12223.

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

Other outside sources of funding include faculty and staff tuition benefits, state offices of vocational rehabilitation, and the Bureau of Indian Affairs. Many students are also awarded scholarships by private agencies. Students must notify the Office of Financial Aid of those awards. In recognition



Table 10. Sources of Financial Aid, 1984–85

	Estimated Total	Estimated Average Award
Grants		
University	\$14,621,400	\$3,845
Federal	5,296,900	1,678
State	5,106,000	1,635
Other	2,054,600	1,851
Self-help		
Loans	13,501,800	2,648
Jobs	5,803,300	1,323
Total financial aid	\$46,384,000	
Average award: \$7,793		



of the effort students exert to obtain external awards (not including the federal and state grants and tuition benefits noted above), the University will reduce the self-help portion of the financial aid package by the amount the student brings, up to \$500, leaving the grant amount untouched; any money in excess of \$500 is split equally, with half continuing to reduce the self-help (until the self-help minimum is reached), and half reducing Cornell awards.

Employment. Cornell has one of the most comprehensive student employment offices found on any campus. That office coordinates part-time employment, both on campus and in the Ithaca community, for all students, whether or not they are receiving financial aid.

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

In addition, there are programs such as ShortShots (one-time or short-term employment throughout the community), non-work-study jobs on and off campus, and the Summer Job Network (part of the Cornell Tradition). All students are encouraged to visit the Student Employment Office for help in locating employment during the academic year and in the summer.

Loans. Several loan programs are available to help students meet their financial need. Students are not required to accept a loan in order to receive other types of aid. The National Direct Student Loan (NDSL) is a federal loan offered to undergraduates in amounts totaling up to \$6,000 for four years. Guaranteed Student Loans (GSLs) are administered by all states for students attending institutions in or out of their home state; undergraduates may borrow up to \$2,500 a year, to a maximum of \$12,500. Through the Parent Loan for Undergraduate Students (PLUS) program parents of dependent undergraduate students may borrow up to \$3,000 per child for each academic year, to a maximum of \$15,000. Auxiliary Loans to Assist Students (ALASs) are available to independent undergraduates, who may borrow up to \$2,500 a year from the combined sources of ALAS and GSL, to a maximum of \$12,500.

The Supplemental Higher Education Loan Financing (SHELF) program, established by the New York State Legislature in 1984, provides Cornell with \$7 million to distribute in low-interest loans. The amount of the loan, determined by the University, is no less than \$1,500 a year and no greater than the total cost of attendance less other financial aid.

Application Procedures

To apply for financial aid, students must submit an FAF, available from secondary school guidance offices and Cornell's Financial Aid Office. Students must also submit a Cornell financial aid application (form 2E, included with part 2 of the application) and check the financial aid box on part 1. The FAF should be sent to the College Scholarship Service, Princeton, New Jersey 08540, as soon as possible after January 1, but no later than February 15. Early decision applicants must submit the early-version FAF to the College Scholarship Service by November 1. Those applying for spring term admission must submit the FAF to the College Scholarship Service by November 1.

Foreign students. Nonimmigrant students who want to apply for financial aid should complete the financial aid application for foreign applicants, included with part 2 of the application for admission. Financial aid resources for nonimmigrant students (excluding Canadians) are limited. Less than 10 percent of the entering foreign students receive financial assistance of any kind. Foreign students who do receive financial aid have exceptional academic records, high test scores, strong potential for contributions to the Cornell community, and demonstrated financial need.

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

regulations governing the awards. Self-help levels may be increased if funds are not available for gift assistance to meet increases in tuition and other expenses.

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

Sample Cases

To translate the complexities of financial aid into individual terms, three sample cases are presented below. These cases represent students enrolled at the University in 1984-85.



Case 1. Brenda is from a family of four living in New York State. Both she and her brother are enrolled full-time in college. Her father is retired, and her mother does not work. The family's only source of income is social security benefits, which total about \$10,500 a year. Her parents own a modest home and have completely paid off their mortgage. Their savings total about \$1,000.

As a student enrolled in the College of Arts and Sciences, Brenda's estimated cost of attendance, including the amount budgeted for travel between Cornell and home, is \$14,160. Her financial need is determined as follows:

Cost of attendance	\$14,160
Student's contribution	- 1,300
Parents' contribution	- 300
Financial need	\$12,560

Her financial package is:

Pell Grant	\$ 1,850
TAP award	2,500
College Work-Study	1,350
Guaranteed Student Loan	2,380
National Direct Student Loan	620
Supplemental Educational Opportunity Grant	1,200
Cornell grant	2,660
Total	\$12,560

Case 2. Michael is from a family of four. He is the only child enrolled in college. His father is an engineer, currently unemployed, and his mother is a nurse. Their annual income is about \$28,000. His parents own a medium-priced home, with a small mortgage remaining to be paid. Their savings total only \$800, as they have considerable medical expenses.

As a student from New Jersey enrolled in the College of Human Ecology, Michael's estimated cost of attendance, including travel, is \$11,544. His financial need is determined as follows:

Cost of attendance	\$11,544
Student's contribution	- 1,300
Parents' contribution	- 1,420
Financial need	\$ 8,824

His financial aid package is:

Pell Grant	\$ 750
College Work-Study	1,350
Guaranteed Student Loan	1,000
Supplemental Educational Opportunity Grant	1,200
Cornell grant	2,524
Cornell Tradition fellowship	2,000
Total	\$8,824

Because Michael was selected to receive a Cornell Tradition fellowship of \$2,000, his recommended loan was reduced by that amount.

Case 3. Bill is from a family of six living in New York. Both his parents work for a bus company. Their annual income is about \$45,000. His parents own a modest home, with a small mortgage remaining to be paid. They do not have any other assets.

As a student enrolled in the College of Engineering, Bill's cost of attendance, including travel, is \$14,160. His financial need is determined as follows:

Cost of attendance	\$14,160
Student's contribution	- 1,370
Parents' contribution	- 3,650
Financial need	\$ 9,140

His financial aid package is:

TAP award	\$ 840
College Work-Study	1,350
Guaranteed Student Loan	2,100
Cornell grant	4,850
Total	\$ 9,140

Fees and Expenses

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

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

Tuition and any balance from a prior semester must be paid *before* a student may register. All other payments are due by the date stated on the bill. Any amount remaining unpaid after the due date on the statement on which the charges first appeared is assessed a finance charge of 1¼ percent a month (15 percent a year).

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

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

Multiple Year Tuition Prepayment Plan. Students who are not recipients of University-supported financial aid may prepay tuition at a fixed rate for two, three, or four years (five years for architecture students) to avoid future tuition increases.

Tuition. All charges listed in table 11 apply to the 1985–86 school year. Tuition and fees for 1986–87 will be set by the Board of Trustees in the spring of 1986. The amount,

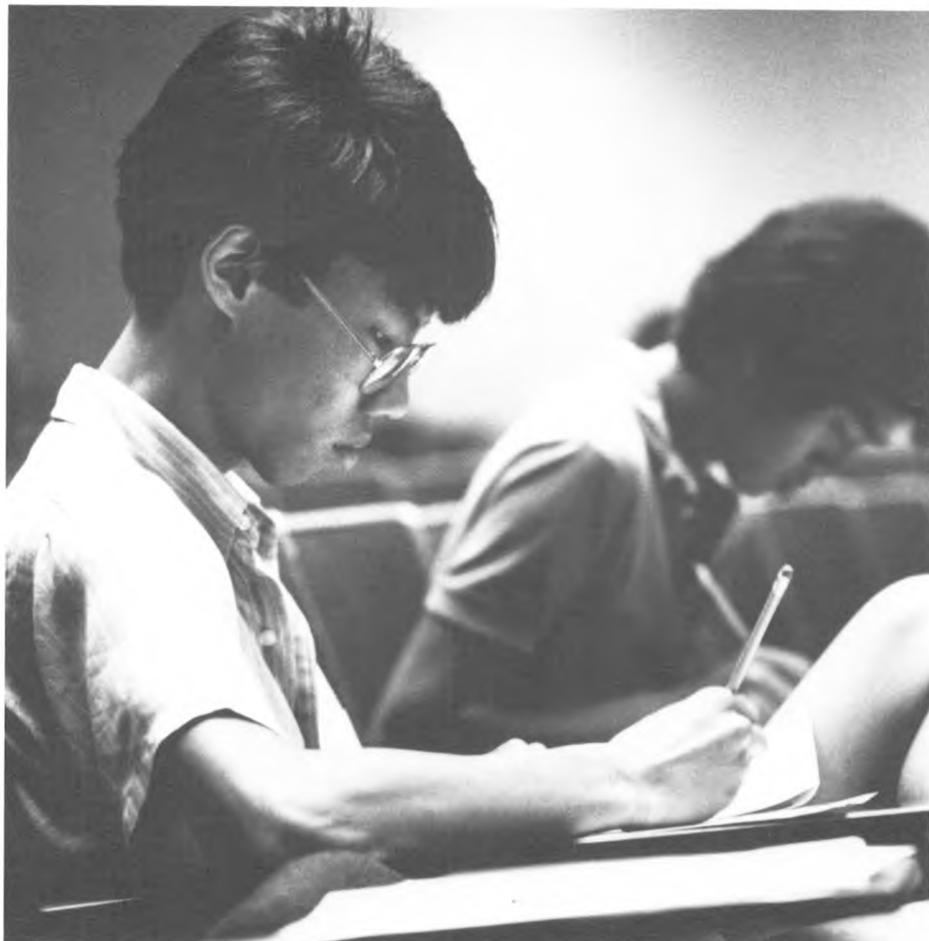


Table 11. Estimated Tuition, 1985–86

Agriculture and life sciences	
Resident*	\$4,360
Nonresident	7,420
Architecture, art, and planning	10,500
Arts and sciences	10,500
Engineering	10,500
Hotel administration	10,500
Human ecology	
Resident*	4,360
Nonresident	7,420
Industrial and labor relations	
Resident*	4,360
Nonresident	7,420

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

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

Acceptance deposit. An acceptance deposit of \$200 is required. If a student does not enter in the semester for which the deposit is paid, and does not formally withdraw before July 1 for the fall semester or December 1 for the spring semester, or does not complete at least one semester at the University, the deposit is forfeited. The acceptance deposit does not appear on the student's bursar account and cannot be used against current-semester charges. Students who complete their degrees will automatically receive a refund of the deposit if their accounts are paid in full.

Excess-hours tuition. Students in the state-supported colleges who want to take more credits in the endowed colleges than are allowed under the degree guidelines of

those state-supported colleges may be allowed to do so if they pay for the additional credits at the rate of tuition in the college in which the course is given. Recipients of financial aid can request additional loan or job assistance to cover the additional tuition.

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

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

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

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

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



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

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

Students receiving financial aid from the University who withdraw during a term may be required to repay a portion of the aid received. Repayment to aid accounts depends on the type of aid received, government regulations, and the period of time in attendance. A partial semester generally counts as one of the eight semesters of financial aid eligibility normally allowed a student.

Table 12. Estimated Living Expenses, 1985-86

Room and board	\$3,600*
Books and supplies	340†
Personal expenses	770

Note: This table does not include travel costs.

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

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



Courses of Instruction

College of Agriculture and Life Sciences

Agricultural Economics

Economics of Agricultural Geography
Introduction to Business Management
Financial Accounting
Marketing
Introduction to Energy Resources
Farm Business Management
Introductory Statistics
Business Law
Law of Business Associations
Taxation in Business and Personal Decision Making
Managerial Accounting and Economics
Financial Management
Economics of the Public Sector
Marketing Management
Dairy Markets and Policy
Marketing Fruits, Vegetables, and Floriculture Products
Resource Economics
Farm and Food Policies
Advanced Farm Business Management
Farm Finance
Farm and Rural Real Estate Appraisal
Advanced Agricultural Finance
Farm Management
Farm Business Organization and Estate Planning
Financial Markets and Policies
Introduction to Linear Programming
Agricultural Prices
Price Analysis
Advanced Business Law
Estate Planning
Business Policy
Personal Financial Management
Cooperative Management
Agricultural Trade Policy
Food Industry Management
Food Merchandising
Applications in Strategic Marketing
Evaluating Resource Investment
Land, Real Estate, and Mineral Economics
Economics of Agricultural Development
Agricultural Finance and Capital Management
Production Economics
Analysis of Agricultural Markets
Time in Agricultural Markets
Export Marketing
Economics of Resource Use
Land Economics: Special Problems
Food, Population, and Employment
Macroeconomic Issues in Agricultural Development
Microeconomic Issues in Agricultural Development
Latin American Agricultural Policy
Agricultural Economics: Topics
Advanced Production Economics
Econometrics
Quantitative Methods
Agricultural Economics: Research Methods
Agricultural Trade Policy
Agricultural Markets and Public Policy
Methods of Trade and Commodity Policy Analysis
Economics of Renewable Resources
Agricultural Policy
Sociotechnical Aspects of Irrigation

Agricultural Engineering

Farm Metal Work
Farm Carpentry
Introduction to Agricultural Engineering and Computing
Computing with Graphics
Engineering Drawing
Introduction to Energy Technology
Introduction to Computer Uses
Application of Physical Sciences
Agricultural Mechanization: An International Perspective
Plane Surveying

Engineering Applications in Biological Systems
Principles of Navigation
Advanced Farm Metal Work
Farm Machinery
Engines and Tractors for Agricultural Applications
Electricity: Its Use and Control
Soil and Water Management
Farmstead Production Systems
Farm Buildings Design
Hydrology Erosion and Chemical Movement in the Landscape
Career Development in Agricultural Engineering
Introduction to Marine Pollution and Its Control
Energy Systems Engineering
Agricultural Machinery Design
Tractors and Power Units for Agriculture
Agricultural Processing Systems
Engineering Design and Analysis of Food-processing Equipment
Application of Engineering Principles to Soil and Water Problems
Environmental Systems Analysis
Agricultural Structures Design
Environmental Control for Animals and Plants
Highway Engineering
Instrumentation
Drainage
Irrigation Engineering
Treatment and Disposal of Agricultural Wastes
Non-Point Source Models
Use of Land for Waste Treatment and Disposal
Building Environment Control
Biological Engineering Analysis
Highway Materials and Pavement Design
Power and Machinery
Soil and Water Engineering
Agricultural Waste Management

Agromony

Basic Principles of Meteorology
Nature and Properties of Soils
Grain Crops
Forage Crops
Production of Tropical Crops
Weed Science
Seed Science and Technology
Agricultural Meteorology
Meteorological Communications
Earth Resources Inventories
Genesis, Classification, and Geography of Soils
Soil Morphology
Soil Chemistry
Soil Fertility Management
Aquatic Plant Management
Theoretical Meteorology
Physical Meteorology
Synoptic Meteorology
Biometeorology
Geography and Appraisal of Soils in the Tropics
Organic Soils
Forest Soils
Soil Microbiology
Management Systems for Tropical Soils
Transfer Processes in Soil
Microbial Ecology
Soil Information and Maps as Resource Inventories
Water Status in Plants and Soils
Physiology of Environmental Stresses
Crop Simulation Modeling
Seed Physiology
Ecology and Physiology of Yield
Pedology
Soil Physics
Soil Organic Matter
Application of Soil Physics
Soil Chemistry and Mineralogy
Soil Fertility

Animal Sciences

Biology of Domestic Animals
Introductory Animal Management
Contemporary Perspectives of Animal Science
Livestock Nutrition
Nutrition of Companion Animals
Animal Reproduction and Development
Introductory Animal Genetics
Poultry Biology
Dairy Cattle
Dairy Cattle Selection
Horses
Meat Science
Genetics of the Horse
Commercial Poultry Production
The Chicken in Biological Research
Poultry Hygiene and Disease
Decision Analysis in Animal Production
Beef Cattle
Swine Production
Sheep
Meat Animal Growth and Evaluation
Livestock Production in Warm Climates
Dairy Production
Animal Science
Forages of the Tropics for Livestock Production
Principles of Animal Nutrition
Poultry Nutrition
Mutagenesis and Genetic Toxicology
Animal Cytogenetics
Quantitative Animal Genetics
Fundamentals of Endocrinology
Artificial Breeding of Farm Animals
Embryo Handling and Transfer
Immunophysiology
Lactation Biology
Dairy Herd Management
Commercial Meat Processing
Vitamins
Forages, Fiber, and the Rumen
Microbiology of the Rumen
Poultry Biology
Forage Analysis
Animal Breeding
Reproductive Physiology
Experimental Methods in Quantitative Genetics and Animal Breeding

Biological Sciences

See pp. 69-70.

Communication Arts

Theories of Human Communication
Introduction to Mass Media
Writing for Media
Writing in the Biological Sciences
Oral Communication
Argumentation and Debate
Effective Listening
Parliamentary Procedure
Visual Communication
Art of Publication
Photo Communication
Basic Newswriting for Newspapers
Principles of Public Relations and Advertising
Business and Professional Speaking
Small-Group Communication
Radio and Television Communication
Radio Writing and Production
Television Writing and Production
Video Communication
Writing for Magazines
Science Writing for the Mass Media
Print Media Laboratory
Scientific Writing for Public Information
Organizational Writing
Writing in the Sciences and Engineering
Editing
Advanced Advertising
Communication Planning and Strategy
Survey Research Methods
Organizational Communication
Psychology of Communication
Persuasion

Broadcast Media Laboratory
Communication Law
Communication in Organizations
Intercultural and Development Communication
Interpersonal Communication
Communication in Developing Nations
Impact of Communication Technologies
Scientific Writing for Scientists
Communication Planning and Strategy
Studies in Communication
Methods of Communication Research
Communication Issues
Advanced Communication Studies

Education

Basic Review Mathematics
Introduction to Psychology
Introductory College Mathematics
The Art of Teaching
Sociology of Education
Educational Psychology
Introduction to Agricultural and Extension Education
Youth Organizations
Learning to Learn
Psychology of Adolescence
Theories of Teaching
Reading Statistics
Introduction to Educational Statistics
Issues in Educational Policy
Our Physical Environment
Environmental and Natural History Writing
Field Natural History
Teaching Elementary Science
Introduction to Educational Measurement
Psychology of Human Interaction
Counseling Psychology
Field Experience
Teaching Agriculture: Methods, Material, Practice
Adult Education Programs in Agriculture
Curriculum Design
Implementing Instruction
Instructional Applications of the Microcomputer
Philosophy of Education
Contemporary Philosophy of Education
Law and Educational Policy
Economics of Education
Educating for Community Action
Introduction to Adult Education
Comparative Studies in Adult Education
Improvement of College Teaching
Secondary Science Teaching Practicum
Teaching Mathematics
Science and Environmental Education
Educational Psychology
Introduction to Psychological Testing
A Theory and Methods for Education
Instructional Psychology
Internship in Education
Teaching Agricultural and Occupational Education
Curriculum in Agricultural and Occupational Education
Structure of Knowledge and Curriculum
Curriculum Theory and Analysis
Methods of Educational Inquiry
Writing a Thesis Proposal
Evaluation for Program Management
Administration of Educational Organizations
Ethical Issues in Educational Administration
Educational Finance
Administrative Decision Making
Dewey's Philosophy of Education
History of American Education
Planning Educational Systems
Policy Issues in Higher Education
Foundations of Extension and Adult Education
Designing Extension and Continuing Education Programs
Community Education Development
Administration of Nonformal Education

Adult Education Programs: Organization and Direction
 Training and Development: Theory and Practice
 Psychology and Education
 Adult Learning and Development
 Agricultural and Occupational Education
 Teacher Preparation in Agriculture
 Occupational Education Program:
 Administration and Supervision
 Evaluating Programs in Occupational Education
 Curriculum Theory and Research
 Conceptual Problems in Educational Inquiry
 Organization and Management of Sponsored Research
 Research in Educational Administration
 Philosophy of Education
 Behavioral Change in International Rural Modernization
 Comparative Extension Education Systems
 Technology-focused Decision Making

Entomology

Insects and Man
 Insect Biology
 Applied Entomology
 Introductory Beekeeping
 Biology of the Honey Bee
 Practical Beekeeping
 Insect Morphology
 Introductory Insect Systematics
 Economic Entomology
 Pesticides in the Environment
 Insect Pest Management
 Pathology and Entomology of Trees and Shrubs
 Integrated Pest Management
 Medical Entomology
 Insect Pathology
 Insect Ecology
 Freshwater Invertebrate Ecology and Systematics
 Insect Physiology
 Acarology
 Field Entomology
 Systematics of the Coleoptera
 Systematics of the Diptera and Hymenoptera
 Systematic Entomology
 Pest Management: Quantitative Aspects
 Insect Behavior
 Insect-Plant Interactions
 Aquatic Ecology
 Biological Control
 Insect Physiology
 Insect Toxicology and Insecticidal Chemistry
 Curation in Entomology

Floriculture and Ornamental Horticulture

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

Landscape Architecture

Landscape Architecture Freshman Orientation
 Landscape Design Studio
 Theory and Application Studio
 Project Design and Site-planning Studio
 Graphic Communication
 Principles of Spatial Design

Plants and Design
 Natural Systems Studio
 Urban Systems Studio
 Site Construction
 Advanced Project Design Studio
 Theory and Application Studio
 Contemporary Issues in Landscape Architecture
 History of Landscape Architecture
 Regional Landscape Planning
 Summer Internship
 Landscape Architectural Research
 Landscape Ecology and Regional Landscape Planning

Food Science

Introductory Food Science
 Food Science: Topics
 Food Choices and Issues
 Food Analysis
 Food Science for Industry
 Postharvest Food Systems
 Nutritional Aspects of Raw and Processed Foods
 Food Sanitation
 Milk and Frozen Desserts
 Technology of Poultry, Fish, and Other Meats
 Food Engineering
 Food Processing
 Milk Quality
 Food Microbiology
 Concepts of Product Development
 International Food Science and Development
 Food-processing Fermentations
 Food Chemistry
 Sensory and Objective Evaluations of Foods
 Food Mycology
 Function of Food Ingredients
 Principles of Food Packaging
 Extension Methods in Food Science
 Food Protein Chemistry
 Food Carbohydrates
 Chemistry of Dairy Products
 Physical Chemistry of Food Components
 Instrumental Methods
 Advanced Food Microbiology
 Food Color and Food Pigments
 Rheology
 Introductory Chemical Toxicology
 Mathematical Evaluation of Processed Packaged Foods
 Secondary Plant Metabolites in Foods
 Engineering Properties of Foods

International Agriculture

Perspectives in International Agriculture and Rural Development
 Agriculture in Tropical America
 International Agriculture and Rural Development
 International Agriculture
 Agriculture in Developing Nations
 Administration of Agricultural and Rural Development
 African Agriculture and Rural Development
 Farming Systems Research

Microbiology

General Microbiology
 Tissue Culture Techniques and Applications
 Applied and Industrial Microbiology
 Advanced General Microbiology
 Clinical Microbiology
 Aquatic Microbiology
 Microbial Ecology
 Microbial Physiology
 Prokaryotic Cytology
 Microbial Metabolism
 Research in Microbiology
 Bacterial Diversity

Natural Resources

Agriculture and Wildlife
 Principles of Conservation
 Environmental Conservation
 Introductory Field Biology
 Introductory Wildlife Biology
 Introductory Fishery Biology
 Introductory Forestry
 Forest Ecology
 Maple Syrup Production
 Earth Resources Inventories
 International Environmental Issues

Marine and Natural Resources Extension Programs
 Religion, Ethics, and the Environment
 Principles of Wildlife Management
 Wildlife Resource Policy
 Wetland Resources
 Dynamics of Animal Populations
 Fishery Resource Management
 Fishery Science
 Techniques in Fishery Science
 Research in Resource Analysis and Planning
 Fishery Biology
 Natural Resources Analysis for Ecologically Based Planning
 Habitat Ecology
 Resource Policy and Planning
 Marine Resources Policies
 Ecotoxicology
 Effects of Ecological Perturbations on Fishes
 Conservation
 Environmental Values
 Wildlife Science
 Ecotoxicologic Methods

Plant Breeding

Plant Genetics
 Plant Cell and Tissue Culture
 Methods of Plant Breeding
 Physiological Genetics of Crop Plants
 Plant Science Extension
 Perspectives in Plant-breeding Strategies
 Quantitative Aspects and Related Issues of Plant Breeding
 Genetics and Breeding for Disease and Insect Resistance

Plant Pathology

Introductory Plant Pathology
 Introductory Mycology
 Plant Disease Control
 Special Topics Series: Cytology of Plant Diseases, Plant Disease Epidemiology, Soil-borne Pathogens, Plant Virology, Plant Nematology, Bacterial Plant Diseases, Pathogen and Disease Physiology, Mycology
 Diseases of Vegetable Crops
 Diseases of Fruit Crops
 Field Crop Pathology
 Dendro-pathology
 Diseases of Florist Crops
 Plant Diseases in Tropical Agriculture
 Advanced Plant Pathology
 Biology of Plant Pathogens
 Advanced Plant Virology
 Plant Nematology
 Bacterial Plant Pathogens
 Molecular Mechanisms of Pathogenesis
 Advanced Mycology
 Advanced Plant Nematology
 Taxonomy of Fungi

Pomology

Introductory Pomology
 Economic Fruits of the World
 Fruit-Tree Nursery Operation
 Orchard Management
 Small Fruits
 Viticulture
 Fruit Crop Systematics
 Utilization of Fruit Crops
 Fruit Variety Improvement
 Fundamentals of Postharvest Physiology, Handling, and Storage of Horticultural Crops
 Commercial Harvesting, Handling, and Storage of Fruits
 Experimental Pomology—Special Topics
 Effective Horticultural Research
 Current Topics in Postharvest Horticulture
 Growth and Development of Woody Plants

Rural Sociology

Introduction to Sociology
 Introduction to Rural Sociology
 Issues and Problems in Rural Society
 Issues in Contemporary American Indian Societies
 Rural Sociology and Agrarian Problems
 Appropriate Social Technologies
 Social Indicators and Data Management in Poor Countries
 Environment and Society

Rural Development and Cultural Change
 Rural Society in America
 Subsistence Agriculture in Transition
 Community Development
 Small Communities: Structure and Change
 Social Impact of Rapid Resource Development
 Rural Social Stratification
 Contemporary Sociological Theories of Development
 Research Design
 Gender Relations and Social Transformation
 Politics and Economics of Rural and Regional Development
 Regional Systems and Policy Analysis
 Social Organization of Agriculture
 Structural Change in United States Agriculture
 Politics of Policy, Planning, and Evaluation
 State, Economy, and Society
 Problem Formulation and Design for Field Research
 Factor Analysis and Multidimensional Scaling
 Regression and Path Analysis
 Ecological Perspectives on Social Change
 Social Movements in Agrarian Society
 Community and Changing Property Institutions
 Community Development and Local Control
 Applications of Sociology to Development Programs
 Rural Sociology
 Development Sociology
 Organization Behavior and Social Action
 Methods of Sociological Research

Statistics and Biometry

Statistics and the World We Live In
 Theory of Probability
 Theory of Statistics
 Matrix Algebra
 Statistical Consulting
 Statistics Seminar
 Statistical Methods
 Applied Regression Analysis
 Sampling Biological Populations
 Nonparametric and Distribution-free Statistical Methods
 Statistics and Biometry: Special Problems
 Advanced Biometry
 Experiment Design
 Treatment Design and Related Experiment Designs
 Linear Models

Vegetable Crops

General Horticulture
 Organic Gardening
 Vegetable Types and Identification
 Commercial Vegetable Crops
 Commercial Harvesting, Handling, and Storage of Vegetables
 Quality of Horticultural Crops during Marketing
 Vegetable Crop Physiology
 Kinds and Varieties of Vegetables
 Plant-Plant Interactions
 Vegetable Variety Testing
 Advanced Postharvest Physiology of Horticultural Crops

Nondepartmental Courses

Introduction to Farm Techniques
 American Indian Studies: An Introduction
 Ethnohistory of the Northern Iroquois
 Internship
 American and World Community
 Agriculture, Society, and the Environment
 Nurturing Scientific Creativity

College of Architecture, Art, and Planning

Architecture

Architectural Design

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

Structures

Basic Mathematics
Mathematical Techniques
Structural Concepts
Structural Systems I and II
Building Substructure

Architectural Principles, Theories, and Methods

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

Architectural History

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

Design Communication

Design Fundamentals I and II
Introductory Photography I and II
Second-Year Photography
Large-Format Architectural Photography
Graphic Design Studio
Architectural Simulation Techniques

Special Project in Photography
Special Project in Design Communication

Architectural Science and Technology

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

The Profession of Architecture

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

Art

Theory and Criticism

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

Studio Courses in Painting

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

Studio Courses in Graphic Arts

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

Studio Courses in Sculpture

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

Studio Courses in Photography

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

Studio Courses in Drawing

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

Special Studio Courses

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

City and Regional Planning

Urban and Regional Theory

Introduction to Urban and Regional Theory
Urban Economics
Fieldwork or Workshop in Urban and Regional Theory
Special Topics in Urban and Regional Theory
Advanced Seminar in Urban and Regional Theory I and II
Informal Study in Urban and Regional Theory

Planning Theory and Politics

Planning and Political Economy I and II
Introduction to Planning Theory
Introduction to Planning
Neighborhood and Community Theory

Politics of the Planning Process
Planning and Organization Theory
Fieldwork or Workshop in Planning Theory and Politics
Special Topics in Planning Theory and Politics
Advanced Planning Theory
Informal Study in Planning Theory and Politics

Quantitative Methods and Systems Analysis

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

Regional Development Planning

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

Social Policy Planning

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

Urban Development Planning

Suburbanization and Metropolitan America
Urban Land-Use Planning I and II
Introduction to Planning Design
Planning and Design Workshop
Built-Environment Education Workshop
Small-Town Community Design Workshop
Urban Transportation and Land-Use Planning
Urban Land Policy and Programs
The Urban Development Process
Legal Aspects of Land-Use Planning
Land Resources Law
Real Estate Development I and II: Advanced Analysis and Critique
Urban Land Policy and Programs—Special Problems
Fieldwork or Workshop in Urban Development Planning
Special Topics in Urban Development
Informal Study in Urban Development Planning

Special Interprogram Topics: History and Preservation

Methods of Archival Research
The American Planning Tradition
Documentation for Preservation
Historic Preservation Planning Workshop: Surveys and Analyses
Perspectives on Preservation
Problems in Contemporary Preservation Practice
Building Materials Conservation
American Planning in the Early Twentieth Century
Urban Planning in Colonial and Nineteenth-Century Hispanic America
Measured Drawing
Seminar in the History of American City Planning
Historic Preservation Planning Workshop: Plans and Programs
Seminar in American Urban History
Historic Preservation Law
Economics and Financing of Neighborhood Conservation and Preservation
Public Policy and Preservation Planning
Fieldwork or Workshop in History and Preservation
Special Topics in History and Preservation
Informal Study in History and Preservation
Master's Thesis in Preservation Planning I and II

Special Interprogram Topics: International Studies

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

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

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

Landscape Architecture

Theory and Application Studio
 Natural Systems Studio
 Advanced Project Design Studio
 Graduate Orientation Seminar
 Site Construction
 Principles of Spatial Design
 Contemporary Issues in Landscape Architecture
 History of Landscape Architecture
 Summer Internship Seminar
 Regional Landscape Planning
 Graphic Communication
 Senior Project Seminar
 Master's Thesis in Landscape Architecture
 Special Topics in Landscape Architecture
 Independent Study in Landscape Architecture
 Project Design and Site-planning Studio
 Senior Project
 Landscape Design Studio
 Plants and Design
 Landscape Architecture Research
 Independent Reading in Landscape Ecology and Regional Landscape Planning
 Graduate Thesis Seminar

College of Arts and Sciences**Akkadian**

Elementary Akkadian
 Readings in Akkadian Texts

Anthropology**Introductory Courses**

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

Archaeological Courses

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

Biological and Ecological Anthropology

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

Linguistic Anthropology

Language and Culture

Sociocultural Anthropology

American Indian Philosophies
 Biology and Society I: The Biocultural Perspective
 Biology and Society II: Biology, Society, and Human Values
 Psychological Anthropology
 Urban Anthropology
 Applied Anthropology
 The Anthropology of Everyday Life
 Meaning across Cultures
 Anthropology of Women and Gender
 Comparative Religious Systems
 Kinship and Social Organization
 Images of Exotics
 Economic Anthropology
 Law and Culture

Politics and Culture
 Peasant Cultures
 Ethnohistory
 Special Problems in the Anthropology of Women
 Myth, Ritual, and Sign
 Ethnography of Communication
 Anthropological Boundaries
 Portraits, Profiles, and Life Histories
 Constructions and Visualizations

Theory and History of Anthropology

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

Area Courses

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

Graduate Seminars

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

Arabic

Elementary Arabic
 The Spoken Arabic of Egypt
 Intermediate Arabic
 Advanced Arabic

Aramaic

Aramaic

Archaeology

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

Theory and Interdisciplinary Approaches

Method and Theory in Stone Age Archaeology
 Evolution of Prehistoric Technology
 Ancient Societies
 The Earliest Civilizations
 History of Archaeology
 Dendrochronology of the Aegean
 Historical Archaeology: Method and Theory
 Geomorphology

Interpretation of the Archaeological Record
 Archaeological Research Methods
 Evolution of Prehistoric Technology
 Ceramics
 Seminar in Archaeology
 Architectural Problems in Archaeological Fieldwork
 Problems in Archaeology: Agricultural Origins

Old World Archaeology

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

New World Archaeology

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

Asian Studies

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

Astronomy

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

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

Biological Sciences

See pp. 69–70.

Burmese

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

Cambodian

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

Cebuano (Bisayan)

Intensive Basic Course: Listening, Speaking, Reading, Writing

Chemistry

Introduction to Chemistry
 Man in His Chemical Environment
 Origins of Life
 The Art of Science
 In the Realm of Organic Chemistry
 General Chemistry
 General Chemistry and Inorganic Qualitative Analysis
 Introduction to Experimental Organic Chemistry
 Elementary Experimental Organic Chemistry
 Elementary Organic Chemistry
 Introductory Physical Chemistry
 Quantitative Chemistry
 Experimental Chemistry
 Introductory Organic Chemistry
 Organic Chemistry
 Physical Chemistry
 Advanced Measurements Laboratory
 Techniques of Modern Synthetic Chemistry
 Introduction to Inorganic Research
 Introduction to Analytical Research
 Introduction to Organic Research
 Introduction to Research in Physical Chemistry
 General Chemistry Colloquium
 Advanced Inorganic Chemistry I: Symmetry and Structure
 Advanced Inorganic Chemistry II: Structure and Dynamics
 Advanced Inorganic Chemistry III: Structure and Properties
 Chemical Communication
 Advanced Analytical Chemistry
 Organic and Organometallic Chemistry Seminar
 Advanced Organic Chemistry
 Synthetic Organic Chemistry
 Chemical Aspects of Biological Processes
 Enzyme Catalysis and Regulation
 Chemistry of Nucleic Acids
 Thermodynamics
 Physical Chemistry of Proteins
 Baker Lectures
 Introductory Graduate Seminar in Analytical, Inorganic, and Physical Chemistry
 Selected Topics in Advanced Inorganic Chemistry
 Physical Organic Chemistry

Selected Topics in Organic Chemistry
 Chemistry of Natural Products
 Principles of Chemical Kinetics
 Special Topics in Biophysical and
 Bioorganic Chemistry
 X-Ray Crystallography
 Quantum Mechanics
 Statistical Mechanics
 Selected Topics in Physical Chemistry

Chinese

Culture

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

Languages and Linguistics

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

Classics

Word Power: Greek and Latin Elements in
 the English Language
 Freshman Seminar in Greek Literature
 Freshman Seminar in Ancient Philosophy
 Freshman Seminar in Latin Literature
 Freshman Seminar in Classical Archaeology
 Life under the Caesars: The Satirist's View
 The Individual and Society in Classical
 Athens
 Greek Philosophy
 Hellenistic and Roman Philosophy
 The Genius of Christianity
 Greek and Roman Mystery Religions
 Greek and Roman Historians
 Cicero and His Age
 Greek and Roman Drama
 Roman Law
 Arts and Monuments of Athens
 Greeks and Their Eastern Neighbors
 Art and Archaeology of Archaic Greece

Greek Foundations of Western Literature
 Pagans and Christians at Rome
 Ancient Philosophy of Science
 Women in Classical Greece and Rome
 Augustine
 The Church of the Fathers
 Decline and Fall of the Roman Empire
 Language of Myth
 Patristic Seminar

Comparative Literature

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

Computer Science

Introduction to Computer Programming
 The Computer Age
 Introduction to Scientific Computing
 Multistep Job Processing and JCL
 Computers and Programming
 Discrete Structures
 Social Issues in Computing
 Introduction to Computer Systems and
 Organization
 Numerical Methods
 Data Structures
 Systems Programming and Operating
 Systems
 Science and the Computer
 Interactive Computer Graphics
 Introduction to Simulation and Database
 Systems
 Introduction to Database Systems
 Introduction to Theory of Computing
 Introduction to Analysis of Algorithms
 Introduction to Computers and Translators
 Computer Science and Programming
 Advanced Programming Languages
 Translator Writing

Concurrent Programming and Operating
 Systems Principles
 Machine Organization
 Numerical Solution of Algebraic Equations
 Picture Processing
 Numerical Analysis
 Short Course on Linear and Nonlinear
 Least Squares
 Short Course on Spline Approximation
 Analysis of Database Systems
 Information Organization and Retrieval
 Design and Analysis of Computer Networks
 Theory of Algorithms and Computing
 Computer Science Graduate Seminar
 Theory of Programming Languages
 Theoretical Aspects of Compiler
 Construction
 Analysis of Algorithms
 Theory of Computing
 Seminar in Operating Systems
 Seminar in Programming
 Advanced Numerical Analysis
 Seminar in Numerical Analysis
 Selected Topics in Information Processing
 Seminar in File Processing
 Seminar in Information Organization and
 Retrieval
 Advanced Theory of Computing
 Seminar in Automata Theory
 Seminar in Theory of Algorithms and
 Computing
 Special Investigations in Computer Science

Dutch

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

Economics

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

Economic History

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

Money, Banking, and Public Finance

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

Labor Economics

Labor Economics
 Problems in Labor Economics

Organization, Performance, and Control of Industry

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

International and Comparative Economics

International Trade Theory and Policy
 International Monetary Theory and Policy
 The United States in the World Economy
 Selected Topics in Socialist Economics
 Economic Policy and Development in
 Southeast Asia
 Introduction to the Japanese Economy

Comparative Economic Systems: Soviet
 Union and Europe
 Comparative Economics: United States,
 Europe, and the Soviet Union
 Public Policy and Economic Development
 Decisions under Uncertainty
 Applied Economic Development
 Economics, Population, and Development
 International Specialization and Economic
 Development
 National and International Food Economics
 Economics of Participation and Workers'
 Management
 The Practice and Implementation of Self-
 Management
 Intertemporal Economics
 Topics in Microeconomic Analysis
 Topics in Macroeconomic Analysis
 Economic Effects of Participation and
 Labor-managed Systems

Graduate Courses and Seminars

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

English

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

The American Literary Tradition
Creative Writing

Major Periods of English Literature

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

Major English Authors

Chaucer
Shakespeare
Milton

Major Periods of American Literature

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

Genres and Special Topics

The Modern American Novel
English Drama

Creative and Expository Writing

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

Courses for Advanced Undergraduates

Topics in Criticism: Art and Ideology
The Earlier American Novel: Brockden Brown to Henry James
The Modern American Novel
The Nineteenth-Century English Novel
Topics in Criticism: Semiotics and Cultural Criticism
Readings in the Humanities: The Sacred and the Profane
Seminar in the Theory and Practice of Translation
Evolution of Epic
The English Language
Spenser
Studies in Shakespeare: Critical Approaches
Readings in Seventeenth-Century Poetry: Donne, Jonson, Marvell, Dryden
Poetry and Music in the English Renaissance

Milton and Romantic Poetry

The Age of Johnson
Restoration and Eighteenth-Century Drama
Wordsworth and Keats

Victorian Poetry

History of the Book

The Art and Poetry of William Blake

English Literature and Its Intellectual

Contexts: Edwardians and After

Contemporary Fiction

Four Modern Masters: Pirandello, Brecht,

Beckett, Pinter

Twentieth-Century Woman Writers

Yeats and Lawrence

The Trial of Oscar Wilde

The Politics of Realism

The Political Novel in America

Dickinson and Whitman

American History and the Literary

Imagination

Mark Twain and Henry James

Poetry of the Sixties and Seventies: The

Feminine Sensibility

Afro-American Literature

Modern American Poetry

Modern British Fiction

History into Fiction

Pagan Celtic Religion

The Bildungsroman in English

Studies in the Novel: Dickens and

Thomas Mann

Trends in Contemporary Criticism

Irish Fiction

Satire

Hawthorne and Melville

The Female Literary Tradition:

Wollstonecraft to Woolf

Women's Poetry

Poetics for Poets and Critics

Honors Seminar I: Forms of Distance in
Modern Fiction

Honors Seminar II: Poetry and Poetics:
Victorian and Modern

Courses Primarily for Graduate Students

Advanced Old Norse: Poetry and Poetics

Old English

The Vikings

Theory and Practice of Translation

Beowulf

Middle English Literature

Piers Plowman

History of the English Language

Spenser

Shakespeare: The Histories and Comedies

Metaphysical Poets

Ben Jonson

Milton

Studies in the Eighteenth Century

Austen and Scott

The Other Romantics: DeQuincey, Hazlitt,

Lamb

Romantic Masterworks

The French Revolution and the British

Literary Imagination

Major Victorian Poets

Emerson and His Circle

The London Vortex

English Literature and Its Intellectual

Contexts in the Early Twentieth Century

Twain and James

Frost and Eliot

Williams and Stevens

Modern American Literature: Forms of

Hope and Despair

Postmodernist Fiction

The American Writer and the 1930s

Evolution of the Novel

Conrad, Lawrence, Joyce

Freud and Literature

Semiotics and Marxist Literary Criticism

Graduate Seminars

Introduction to Research and Scholarly

Methods

Introduction to Criticism and Literary

Theory

Studies in Shakespeare (The Sources)

Milton

Keats

Hardy

Woolf

Writing Seminar

Writing Seminar: Poetry

Writing Seminar: Prose

English as a Second Language

English as a Second Language

English for Nonnative Speakers

Freshman Seminar

English for Bilinguals

French

Literature

Freshman Seminar: Introduction to

Semiotics

Freshman Seminar: Readings in Modern

Literature

Introduction to French Literature

Studies in French Literature

Masterpieces of French Drama I: The

Classical Era

Masterpieces of French Drama II: The

Modern Era

The Novel as Masterwork: French Novels

from Pre-Romanticism to Symbolism

The Novel in France: From the Origins to

the French Revolution

Experimental and Contemporary French

Novels: Subversion of the Novelistic

Genre from Diderot to the Present

French Poetry from the Middle Ages to

Romanticism

Masterpieces of Medieval Literature

The Baroque in France

French Classicism

Flaubert

Comic Theater in the Seventeenth Century

Victor Hugo and the Romantic Movement

Self, Family, and Polity in Renaissance

Times

From Parnassus to Surrealism

French Romanticism

Marx in France

Special Topics in French Literature

Honors Work in French

Medieval Literature

Theater in Sixteenth-Century France

Literature and the Arts in Sixteenth-Century

France

Rabelais

Early Sixteenth-Century Poetry: Marot,

Sceve, DuBellay

Montaigne

The Theater of Molière

Diderot and the Enlightenment

Voltaire: Strategies, Traps, and Play

Feminism and French Literature

Mallarmé

French Film and Literature in the Twentieth

Century

Reading Workshop

The Aesthetics of Coincidence

Old French Dialectology

Special Topics in French Literature

The Moralistic Tradition

Medieval Seminar: The Old French Epic

Medieval Seminar: Villon

Medieval Seminar: *La Roman de la Rose*

Poetry and the Powers

Racine and His Critics

Seventeenth-Century Seminar

Bohemians and Dandies

The Poetics of Derrida

Memory, Creation, and the Novel

Languages and Linguistics

Intensive Elementary Course: Listening,

Speaking, Reading, Writing

Continuing French

Intermediate Course: Language and

Literature

Intermediate Composition and

Conversation

Intermediate French

Advanced Conversation

Advanced Composition and Conversation

History of the French Language

Applied Linguistics: French

Linguistic Structure of French

Semantic Structure of French

Composition and Style

Linguistic Structure of Old and Middle

French

Contemporary Theories of French

Grammar

Seminar in French Linguistics

Geological Sciences

See p. 71.

Germanic Studies

Literature

Folk Literature and Folk Poetry

Kafka, Hesse, Brecht, and Mann

Introduction to German Literature

Intensive Workshop in Germanic Studies for

Freshmen

Modern Germany

Old Icelandic Literature: Eddic Poetry

Schiller

Contemporary European Society and

Politics

The Age of Goethe

Goethe's *Faust*

Heinrich von Kleist

Romanticism

Nineteenth-Century Literature

Fin de Siècle Vienna

Marxist Cultural Theory

Modern German Literature I: Contemporary

German Prose

Modern German Literature II: Twentieth-

Century Prose

Modern German Literature III:

Contemporary Literature

Lyrical Poetry

Modern German Drama in English

Nietzsche, the Man and the Artist

Topics in German Literature I: The Modern

German Novel in English Translation

Yiddish Literature in English Translation

The Shtetl in Modern Yiddish Fiction

Introduction to Medieval German Literature

The Great Moments of German Literature

Baroque Literature

Twentieth-Century German Literature

Seminar in Old Icelandic Literature

Seminar in Medieval German Literature

The Northern Renaissance and Reformation

Naturalism and Feminism

The Enlightenment

From Wilhelm Meister to Buddenbrooks

Goethe's Poetry

Basic Texts of Romanticism

The Romantic Novel

Jean Paul and the Eighteenth-Century

Humorous Novel

Nineteenth-Century Drama

Seminar in Realism: The Novella

Twentieth-Century German Literature:

Thomas Mann

Modern Lyric Poetry

The Modern German Novel

Graduate Seminar in Medieval Literature

Seminar on Richard Wagner

Tutorial in German Literature

Languages and Linguistics

Elementary Course

Continuing German

Intermediate Composition and

Conversation

Advanced Composition and Conversation

Introduction to Germanic Linguistics

History of the German Language

Modern German Phonology

Modern German Syntax

German Dialectology

Ronology

Applied Linguistics: German

Linguistic Structure of German

Gothic

Old Saxon, Old High German, Old Low

Franconian, Old Frisian

Structure of Old English

Topics in Historical Germanic

Topics in Historical Germanic Morphology

Topics in Historical Germanic Syntax

Old Norse

Readings in Old High German and Old

Saxon

Germanic Tribal History

Elementary Reading

Seminar in Germanic Linguistics

Seminar in Comparative Germanic

Linguistics

Seminar in German Linguistics

Seminar in Dutch Linguistics

Government

Introductory Courses

The Government of the United States

Introduction to Comparative Government

and Politics

Introduction to Political Theory

Introduction to International Relations

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

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

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

Political Methodology
 Human and Social Statistics

Graduate Courses and Seminars
 Scope and Method of Political Analysis
 Field Seminar in Methodology
 Field Seminar in American Politics
 Field Seminar in Public Policy
 Field Seminar in Comparative Politics
 Field Seminar in International Relations
 Field Seminar in Political Thought
 Supreme Court, Politics, and the
 Constitution
 American Political Behavior
 Elections and Public Policy
 Capitalism, the State, and the Economy
 Politics of Technical Decisions

Comparative Theories of Decentralization
 Politics of the Soviet Union
 The Politics of Communalism
 Politics of China
 Political Anthropology: Indonesia
 Political Economy of Change: Rural
 Development in the Third World
 Readings from Mao Ze Dong
 Political Problems of Southeast Asia
 Latin American Society and Politics
 Comparative Institutions and the Welfare
 State
 Politics in Postwar Western Europe
 Research Topics on Advanced Industrial
 Democracies
 American Political Thought
 The Political Philosophy of Nietzsche
 Philosophical Foundations of Contemporary
 Politics
 Foundations of English Liberalism
 Modern Social Theory
 Toward a Feminist Social Theory
 Economic Models of Politics
 Greek Political Philosophy
 International Strategy
 International Relations of Asia
 The Administration of Agricultural and
 Rural Development

Greek

Culture (*see* Classics)

Literature in Translation

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

Literature in Greek

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

Language

Greek for Beginners
 Attic Greek
 Modern Greek

Hebrew

Biblical Literature

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

Rabbinic Literature

Evolution of Jewish Law
 Biblical Interpretation in Rabbinic
 Literature

Modern Hebrew Literature

Modern Hebrew Literature in Translation:
 Poetry

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

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

Hindi-Urdu

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

History

Freshman Seminars

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

Underclass Seminars

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

Comparative History

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

History of Science

Science in Western Civilization
 Undergraduate Seminar in the History of
 Biology
 History of Biology
 The Physical Sciences in the Twentieth
 Century
 Social History of Western Technology
 Seminar in the History of Biology
 Science in Classical Antiquity
 The Scientific Revolution, 1600-1800
 Seminar in the History of Nineteenth-
 Century Physical Science

American History

Introduction to American History: From the
 Beginning to 1865
 Introduction to American History: From the
 Civil War to Recent Times

Crime and Punishment: The American
 Vision from the Puritans to Mickey
 Spillane
 The American Dreams
 The Structure of American Political History
 History of American Foreign Policy
 Puritanism, the Enlightenment, and the
 Republic: American Cultural and
 Intellectual History to 1820
 American Intellectual and Cultural History:
 The Nineteenth Century
 American Constitutional Development
 The Origins of American Civilization
 Native American History
 Age of the American Revolution
 American Frontier History
 Women in the American Society, Past and
 Present
 The United States in the Middle Period
 The American Civil War and Reconstruction
 Land and Labor on American Frontiers
 The Urbanization of American Society
 American Social History
 Recent American History, 1920 to the
 Present
 The Modernization of the American Mind
 Major Themes in American Religious
 History
 Undergraduate Seminar in American
 Political History
 Motivations of American Foreign Policy
 Undergraduate Seminar in the History of the
 American South
 Undergraduate Seminar in American Social
 History
 Undergraduate Seminar in Early American
 History
 Undergraduate Seminar: American Indians
 in the Eastern United States
 Law and Authority in America: Freedom,
 Restraint, and Judgment
 Undergraduate Seminar in Recent American
 History
 Undergraduate Seminar: Deviance and
 Conformity in a Liberal Society
 Heritage and Memory in American Culture
 Graduate Seminar in American Foreign
 Relations
 Seminar in American Cultural and
 Intellectual History
 Seminar in Recent American Cultural
 History
 Seminar in American Social History
 Graduate Seminar in the History of
 American Women
 Seminar in Nineteenth-Century American
 History
 Colloquium in American History

Asian History

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

Ancient European History

Ancient Greece from Homer to Alexander
 the Great
 The Roman Republic
 Rome of the Caesars
 The Greek City from Alexander to Augustus
 479-379 B.C.
 Crisis of the Greek City-State,
 415-301 B.C.
 Roman Imperialism
 The Roman Revolution
 The High Roman Empire
 Decline and Fall of the Roman Empire

Social and Economic History of Rome, 60 B.C. to A.D. 117
 Roman Africa
 Graduate Seminar in Ancient Classical History

Medieval, Renaissance, and Early Modern European History

English History from Anglo-Saxon Times to the Revolution of 1688
 The Earlier Middle Ages
 The High Middle Ages
 Greece in Late Antiquity and Early Byzantine Times
 The Early Development of Anglo-American Common Law
 Spain and the Netherlands in Early Modern Europe
 Early Renaissance Europe
 Reformation Europe
 The Culture of the Early Renaissance
 Introduction to the Culture of the Later Renaissance
 Medieval Culture
 Church and State during the Middle Ages
 Francis of Assisi and the Franciscans
 The History of Florence in the Time of the Republic
 History of England under the Tudors and Stuarts
 Communities in Early Modern Europe
 War, Trade, and Empire, 1500–1815
 Law and Social Change in Early Modern England
 History of Spain and Portugal: The Golden Age and After, 1492–1700
 Undergraduate Seminar in Renaissance History
 Undergraduate Seminar in Reformation History
 Seminar in the English Civil War, 1640–60
 The Transformation of Feudal Society
 Seminar in Latin Paleography

Modern European History

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

Latin American History

Colonial Latin America
 Latin America in the Modern Age
 Agrarian Societies in Latin America

Twentieth Century Brazil
 Seminar in Latin American History

History of Art

Freshman Seminar

Freshman Seminar in Visual Analysis

Introductory Courses

Introduction to Art History: Mediterranean Archaeology
 Introduction to Art History: The Classical World
 Introduction to Art History: Beginnings of Civilization
 Introduction to Art History: African Art
 Introduction to Art History: The Classical World
 Introduction to Art History: Minoan-Mycenaean Art and Archaeology
 Introduction to Art History: Monuments of Medieval Art
 Introduction to Art History: The Renaissance
 Introduction to Art History: The Baroque Era
 Introduction to Art History: Modern Art
 Introduction to Art History: American Art
 Introduction to Art History: Asian Traditions
 The Arts of Africa, Oceania, and the Americas
 Introduction to Art History: Architecture and Environment

Intermediate Courses

Techniques and Materials: Painting Books, Prints, and the Graphic Image
 Classical Greece
 Archaeology of Cyprus
 Arts of the Roman Empire
 Painting in the Greek and Roman World
 Architecture in the Greek and Roman World
 Greek Vase Painting
 Greek and Roman Coins
 Greek Sculpture
 Art in Pompeii: Origins and Echoes
 Architecture of the Middle Ages
 Early Medieval Art and Architecture
 Romanesque Art and Architecture
 Gothic Art and Architecture
 Late Medieval Italian Art and Architecture
 The Culture of the Early Renaissance
 Introduction to the Culture of the Later Renaissance
 Bernini and the Baroque
 Dutch Painting in the Seventeenth Century
 French Art of the Sixteenth and Seventeenth Centuries
 European Art of the Eighteenth Century
 Nineteenth-Century European Art
 Major Masters of the Graphic Arts
 Modern Artists and Their Critics
 Modern Sculpture
 Painting and Sculpture in America: 1850–1950
 American Art, 1900–1940
 American Architecture, the City, and American Thought: 1850–1950
 Art and Technology: 1850–1950
 Introduction to the Arts of China
 Buddhist Art in Asia
 The Arts of Early China
 The Arts in Southeast Asia
 The Arts of Japan
 Chinese Painting
 Studies in Indian and Southeast Asian Art
 Seminar on Museum Issues

Seminars

Original Works of Art
 Introduction to Museums
 History of Art Criticism
 Ceramics
 Mannerism and the Early Baroque Era in Italy
 Studies in Italian Renaissance Art
 Studies in English Art
 Literature and the Arts in Sixteenth-Century France
 Classic and Romantic Art
 Studies in Modern Art
 Problems in Modern Art and Architecture
 American and European Decorative Arts from the Renaissance Period to the Early Nineteenth Century
 The Romantic Movement in Painting, Poetry, and Graphic Arts

Seminar on American Art: 1840–1940
 The Arts in Modern China
 Ceramic Art of Asia
 Chinese Art of the Tang Dynasty
 Studies in Chinese Painting
 Traditional Arts in Southeast Asia
 Problems in Medieval Art and Architecture
 Seminar in Renaissance Art
 Seminar in Baroque Art
 Problems in Modern Art
 Problems in Asian Art
 Methodology Seminar
 Problems of Art Criticism
 Woman Artists

Hungarian

Introduction to the Hungarian Language

Indonesian

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

Italian

Literature

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

Languages and Linguistics

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

Japanese

Culture

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

Japanese Economy
 Narrative Literature

Literature in Translation

Japanese Poetry and Drama
 Modern Japanese Fiction
 Japanese Narrative Literature

Literature in Japanese

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

Languages and Linguistics

Intensive Elementary Course: Listening, Speaking, Reading, Writing
 Accelerated Introductory Japanese
 Japanese for Business Purposes
 Intermediate Japanese I
 Japanese Conversation
 Advanced Japanese
 Linguistic Structure of Japanese
 Oral Narration and Public Speaking
 Directed Readings
 FALCON: Intensive Japanese

Javanese

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

Latin

Culture (see Classics)

Literature in Translation

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

Literature in Latin

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

Language

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

Linguistics

Varieties of Human Language
 Theory and Practice of Linguistics
 Themes in Linguistics
 Phonetics
 Instrumental Phonetics
 Language and the Sexes
 Multilingual Societies and Cultural Policy
 Phonology
 Morphology
 Functional Syntax
 Dialectology
 The Structure of English
 English for Teachers of English
 Teaching English as a Foreign Language
 Style and Language
 Introduction to Comparative Semitic Linguistics
 India as a Linguistic Area

Semiotics of Language
 Language Typology
 Contrastive Analysis
 Applied Linguistics and Second Language Acquisition
 Comparative Methodology
 Languages in Contact
 Sociolinguistics
 Historical Linguistics: Methods and Approaches
 Transformational Grammar: Syntax and Semantics
 Generative Phonology
 Social Functions of Language
 History of the English Language
 Linguistic Semantics
 Dravidian Structures
 Indo-Aryan Structure
 Early Irish Poetry
 Field Methods
 Proseminar: Introduction to Graduate Study
 History of Linguistics
 Schools of Linguistics
 Discourse Analysis
 Topics in Transformational Grammar
 Hittite
 Comparative Indo-European Linguistics
 Elementary Pali
 Elementary Sanskrit
 Old Javanese
 Seminar in Southeast Asian Linguistics
 Seminar in Malayo-Polynesian Linguistics
 Seminar in Austroasiatic Linguistics
 Comparative Slavic Linguistics
 Thai Dialectology
 Comparative Thai
 Tibeto-Burman Linguistics

Mathematics

Basic Sequences

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

General Courses

Concepts in Mathematics
 History of Mathematics
 Development of Modern Mathematical Thought

Applied Mathematics and Differential Equations

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

Analysis

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

Algebra

Linear Algebra
 Algebra and Number Theory
 Applicable Algebra
 Introduction to Algebra

Geometry and Topology

Classical Geometries
 Introduction to Topology
 Introduction to Differential Geometry

Probability and Statistics

Elementary Statistics
 Basic Probability
 Statistics
 Further Topics in Statistics

Mathematical Logic

Elementary Mathematical Logic

Graduate Courses

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

Medieval Studies

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

Music

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

Music History

Chopin, Chaikovsky, Musorgski
 History of Jazz
 Popular Music
 Opera
 Baroque Instrumental
 Music of the Baroque Period
 Music of the Classical Period
 Music of the Romantic Era
 Debussy to the Present
 Music and Poetry in France: Late Middle Ages and Renaissance
 Mozart: His Life, Works, and Times
 The Study of Non-Western Musics

Poetry and Music in the English Renaissance
 Music in Western Europe to Josquin Des Pres
 Josquin Des Pres to Monteverdi

Musical Performance

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

Musical Organizations and Ensembles

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

Graduate Courses

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

Near Eastern Studies

See also Hebrew; Arabic; and other Middle Eastern languages.

Ancient Near Eastern Literature

Ancient Near Eastern Literature
 Folklore in the Ancient Near East

History of the Jewish People

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

History of Ancient Near Eastern Civilizations

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

Islamic

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

Philosophy

Introductory Courses

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

Intermediate Courses

Plato
 Aristotle
 Modern Rationalism
 Modern Empiricism
 Medieval Philosophy
 Topics in Ancient Philosophy
 Special Topics in the History of Philosophy
 Kant
 Hegel
 Twentieth-Century Philosophy
 Philosophy of Marx
 Introduction to Formal Logic
 Ethical Theory
 Law, Society, and Morality
 Metaphysics and Epistemology
 Topics in the Philosophy of Religion
 Philosophy of Science
 Philosophy and Psychology
 Philosophy of Choice and Decision
 Philosophy of Mathematics
 Social Theory
 Philosophy of History

Advanced Courses and Seminars

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

Physics

General Physics
 Physics I: Mechanics and Heat
 Great Ideas of Physics
 Physics in the World around Us
 The Physics of Space Exploration
 Physics of Musical Sound
 Reasoning about Luck
 Fundamentals of Physics
 Physics II: Electricity and Magnetism
 Physics III: Optics, Waves, and Particles
 Intermediate Experimental Physics
 Phenomena of Microphysics
 Analytical Mechanics
 Electricity and Magnetism
 Electromagnetic Waves and Physical Optics
 Modern Experimental Optics
 Thermodynamics and Statistical Physics
 Introductory Electronics
 Informal Advanced Laboratory
 Advanced Experimental Physics
 Introductory Theoretical Physics

Introductory Quantum Mechanics
Nuclear and High-Energy Particle Physics
Introductory Solid-State Physics
Physics of Macromolecules
Special Topics Seminar
Design of Electronic Circuitry
Advanced Experimental Physics
Projects in Experimental Physics
Classical Mechanics
General Relativity
Classical Electrodynamics
Statistical Mechanics
Quantum Mechanics
Experimental Atomic and Solid-State Physics
Physics of Black Holes, White Dwarfs, and Neutron Stars
Experimental High-Energy Physics
Solid-State Physics
High-Energy Particle Physics
Advanced Quantum Mechanics
Quantum Field Theory
Statistical Physics
Theory of Many-Particle Systems
High-Energy Phenomena
Topics in Theoretical Astrophysics
Theory of Stellar Structure and Evolution

Polish

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

Portuguese

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

Psychology

Introduction to Psychology: The Frontiers of Psychological Inquiry
Introductory Psychology Seminars
Introduction to Psychology: Biopsychology
Understanding Personality and Social Behavior
Thought and Intelligence
Introduction to Psychology as a Laboratory Science
Perception
Psychology in Business and Industry
Motivation Theory: Contemporary Approaches and Applications
Developmental Psychology
Introduction to Cognitive Psychology
Language and Communication
Introduction to Personality Psychology
Psychology of Sex Roles
Introduction to Social Psychology
Social Psychological Theories and Applications
Conformity and Deviance
Learning
Visual Perception
Chemosensory Perception
Perceptual Learning
Development of Perception and Attention
Perceptual and Cognitive Processes
The Social Psychology of Language
Auditory Perception
Hormones and Behavior
Introductory Psychopathology
Biopsychology of Animal Behavior
Evolution of Human Behavior
Fieldwork in Psychopathology and the Helping Relationship
Afro-American Perspectives in Experimental Psychology
Psychology of Visual Communications
Statistics and Research Design
Biochemistry and Human Behavior
Person Perception and Impression Management
Social Interaction
Cross-cultural Psychology
Theories of Personality
Human Ethology
Introduction to Sensory Systems
Current Research on Psychopathology
Selected Issues in Human Motivation
Memory and Human Nature
Psychology of Language
Development of Perception
Developmental Biopsychology

Brain and Behavior
Seminar and Practicum in Psychopathology
Language Development
Human Behavior Genetics
Sleep and Dreaming
The Politics of IQ
Human Development in Postindustrial Societies
Research Contours of Black Psychology
Quasi Experimentation
Mathematical Psychology
Seminar: The Examined Self—A Psychohistorical View
Sex Differences in Brain and Behavior
American Madness
Psychotherapy: Its Nature and Influence
Psychology of Music
Undergraduate Research in Psychology
Statistical Methods in Psychology
Analysis of Nonexperimental Data
Representation of Structure in Data
The General Linear Model
Psychometric Theory
Sensory Function
Advanced Social Psychology
Death and Dying
Socialization and Maturity
Individual Differences and Psychological Assessment
Interpersonal and Social Stress and Coping
History and Systems of Psychology
Principles of Neurobiology

Advanced Courses and Seminars

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

Quechua

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

Romance Studies

See also French, Italian, and Spanish.

Literature

The Picaresque Novel in a European Perspective

Language and Linguistics

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

Romanian

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

Russian

Culture

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

Literature

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

Languages and Linguistics

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

Serbo-Croatian

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

Sinhala (Sinhalese)

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

Sociology

Introduction to Sociology
Myth and Image in Modern Society
Inequality in America
Sociology of Gender
Sociology of Work

Economic Sociology

Introduction to Sociology: Conflict and Cooperation
Society, Industry, and the Individual
Introduction to Sociology: Applications to Policy
Introduction to Sociology: Urban Society
Ideology and Social Concerns
The Language of Television Images
Population Problems
Personality and Social Change
Social Welfare in Europe and North America
The New Immigrants
Family
Women and Achievement
Sociology of Science and Technology
Hispanic Americans
Introduction to Social Psychology
Social Psychological Theories and Applications
Sociology of War and Peace
Field and Laboratory Techniques in Sociology
Evaluating Statistical Evidence
Public Opinion
Sociological Analysis of Organizations
Sociology of Law
Communications and Social Policy
Prisons and Other Institutions of Coercion
Social and Political Studies of Science
Contemporary Sociology for Scientists and Engineers
The Mental Health Experiment
Medical Sociology
Race and Ethnicity
Ethnicity in Changing America
Criminology
After the Revolution: Mexico and Cuba
Twentieth-Century Brazil
Economics, Population, and Development
Social Interaction
Multivariate Analysis with Quantitative Data
Categorical Data Analysis
Policy Research
Social Demography
Techniques of Demographic Analysis
Human Fertility in Developing Nations
Educational Institutions
Structure and Functioning of American Society
Law and Social Theory
Religion and Secularism in Western Society
Society and Consciousness
Seminar: Attitude Theory
Advanced Social Psychology
Socialization and Maturity
Interpersonal and Social Stress and Coping
Research Practicum in Socialization

Graduate Seminars

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

Spanish

Literature

Freshman Seminar: The Idea of Quest
Freshman Seminar: Parents and Children
Introduction to Hispanic Literature
Spanish Civilization
Readings in Sixteenth- and Seventeenth-Century Hispanic Literature
Readings in Modern Spanish Literature
Readings in Spanish-American Literature
Latin American Civilization
Modern Drama in Spanish America
The Spanish-American Short Story
Popular Culture in Contemporary Spanish-American Prose Fiction
Spanish Drama of the Golden Age
The Picaresque Novel in a European Perspective
Spanish Lyric Poetry of the Golden Age
The Birth of the Novel in Spain: Toward Don Quixote

The Nineteenth-Century Spanish Novel
Form and Formlessness in the Novel of the
Generation of 1898
The Reader in the Novel
Literature and Ideas in Modern Spain
The Post-Civil War Drama in Spain
The Post-Civil War Novel in Spain
Spanish Civilization: Spain after Franco
Modern Hispanic Poetry after the Civil War
Special Topics in Hispanic Literature
Medieval Literature
Medieval Literature, 1300-1508
Valle-Inclán
The Early Spanish Love Lyric: Origins
to 1700
Being, God, Mind: Humanistic Revolutions
from Plato and Vico
The Rhetoric of Honor
Cervantes: Don Quixote
Colonial Spanish-American Literature: Sor
Juana, Ruiz de Alarcón, Inca Garcilaso
Eighteenth- and Nineteenth-Century
Spanish Drama
Hispanic Romanticism
Studies in the Literature of Fifteenth-
Century Spain
Baroque and Neo-Baroque
The Theater of Garcia Lorca
Resonances of the Quixote in the Modern
Hispanic Novel
Principles of Aesthetic and Literary
Criticism
Special Topics in Hispanic Literature
Gongora and Quevedo
Seminar in Nineteenth-Century Spanish
Literature: Galdos
Carlos Fuentes
Ortega y Gasset's *The Dehumanization of
Art and Ideas of the Novel*

Languages and Linguistics

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

Tagalog

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

Tamil

Intensive Elementary Course: Listening,
Speaking, Reading, Writing

Telugu

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

Thai

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

Theatre Arts

Freshman Seminars

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

Acting

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

Directing

Directing
Projects in Directing

Theatre Design and Technology

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

Theatre Laboratories

Rehearsal and Performance
Production Laboratory I-VII

Playwriting

Playwriting
Advanced Playwriting

Theatre History, Literature, and Theory

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

Dance

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

Cinema

Introduction to Film Analysis: Meaning and
Value
History and Theory of the Commercial
Narrative Cinema
History and Theory of Documentary and
Experimental Film

Fundamentals of 16-mm Filmmaking
Russian Film of the 1920s and French Film
of the 1960s
International Documentary Film from 1945
to the Present
Seminar in the Cinema
Intermediate Film Projects

Turkish

Introduction to the Turkish Language

Ugaritic

Ugaritic

Ukrainian

Intensive Elementary Course: Listening,
Speaking, Reading, Writing

Vietnamese

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

Yiddish

Literature

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

Language

Elementary Yiddish

Special Programs and Interdisciplinary Studies

Biology and Society

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

Society for the Humanities

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

Women's Studies (see also Anthropology;

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

Reading Woman Poets
Feminism and French Literature
Seminar in the History of American Women
The History of the American Family
Seminar in Sex Differences, Sex Roles, and
Sexuality
Virginia Woolf

Division of Biological Sciences

General Courses

Biological Sciences, Lectures and
Laboratory
Introductory Biology
Biological Principles
Special Topics in Biology
Special Studies in Biology
History of Biology
Biomedical Ethics
Environmental Ethics
Biology and Society I: The Biocultural
Perspective
Alternative Food-Production Systems
Environmental Chemicals and Maladies
Basic Immunology, Lectures and Laboratory
Pathogenic Microbiology
Undergraduate Seminar in Biology
Biology of Parasitism
Teaching Experience
Undergraduate Research in Biology
Introduction to Scanning Electron
Microscopy
Electron Microscopy for Biologists
Advanced Electron Microscopy for
Biologists
X-Ray Elemental Analysis in Biology

Animal Physiology and Anatomy

Biological Basis of Sex Differences
The Vertebrates
Introductory Animal Physiology, Lectures
and Laboratory
Histology: The Biology of the Tissues
Ecological Animal Physiology, Lectures and
Laboratory
Cellular Physiology
Biological Rhythms with a Period of One
Day to One Year
Seminar in Anatomy and Physiology
Comparative Neuroendocrinology
Special Histology: The Biology of the
Organs
Vertebrate Morphology
Mammalian Neurophysiology
Comparative Physiology of Reproduction of
Vertebrates, Lectures and Laboratory
Mammalian Physiology
Nutrition and Physiology of Mineral
Elements
Radioisotopes in Biological Research
Applied Electrophysiology
Biological Membranes and Nutrient Transfer
Lipids
Molecular Mechanisms of Hormone Action
Special Topics in Physiology
Graduate Research in Animal Physiology
New Concepts for Improving Growth,
Reproduction, and Lactation in Domestic
Animals

Biochemistry and Cell Biology

Orientation Lectures in Biochemistry
General Biochemistry
Recombinant DNA Technology and Its
Applications
Principles of Biochemistry, Individualized
Instruction
Principles of Biochemistry, Lectures
Basic Biochemical Methods
Survey of Cell Biology
Undergraduate Biochemistry Seminar
Cell Proliferation and Oncogenic Viruses
Laboratory in Cell Biology
Protein Structure and Function
Membranes and Bioenergetics
Biosynthesis of Macromolecules
Biochemistry of the Vitamins and
Coenzymes
Mechanisms of Metabolic Regulation

Molecular Biology of the Cell: Outside the Nucleus
 Integration and Coordination of Energy Metabolism
 Intermediate Biochemical Methods
 Molecular Biology of the Cell: Inside the Nucleus
 Plant Biochemistry
 Nitrogen Metabolism
 Current Topics in Biochemistry
 Dilemmas for Toxicologists and Other Scientists
 Isotope Kinetics
 Biochemistry Seminar
 Advanced Biochemical Methods
 Research Seminar in Biochemistry

Botany

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

Ecology, Systematics, and Evolution

General Ecology
 Ecology, Environment, and Society
 Field Ecology
 The Vertebrates
 Human Biology and Evolution
 Ecological Animal Physiology, Lectures and Laboratory
 Human Paleontology
 Organic Evolution
 Insect Ecology, Lectures and Laboratory
 Oceanography
 Limnology, Lectures and Laboratory
 Plant Ecology, Lectures and Laboratory
 Systems Ecology
 Agriculture, Society, and the Environment
 Mammalogy
 Herpetology
 Laboratory and Field Methods in Biological Anthropology
 Ornithology
 Biology of Fishes
 Paleobiology
 Field Studies in Ecology and Systematics
 Environmental Biology
 Mathematical Ecology
 Seminar in Coevolution between Insects and Plants
 Limnology Seminar
 Topics in Theoretical Ecology
 Plant Ecology Seminar
 Graduate Seminar in Vertebrate Biology
 Human Evolution: Concepts, History, and Theory
 Principles of Systematics
 Special Topics in Evolution and Ecology
 Seminar in Population and Community Ecology
 Autecology and Population Ecology
 Communities and Ecosystems

Genetics and Development

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

Marine Sciences

Marine Microbiology
 Ecology of Animal Behavior
 Marine Biology for Teachers
 Field Marine Science
 Underwater Research
 Adaptations of Marine Organisms
 Marine Botany: Ecology of Marine Plants
 Chemical Oceanography of Coastal Waters
 Topics in Marine Vertebrates
 Reproduction and Development of Marine Invertebrates
 Archaeology of Maritime Communities
 Coastal and Oceanic Law and Policy
 Introduction to Marine Pollution and Its Control
 Marine and Coastal Geology
 Marine Resource Economics
 Practical Archaeology under Water: A Basic Introduction
 Wetland Resources
 Introduction to Oceanography
 Introduction to Maritime Studies
 Introduction to Nautical Science
 Oceanographic Laboratory I
 Oceanographic Laboratory II

Neurobiology and Behavior

Introduction to Behavior
 Introduction to Neurobiology
 Hormones and Behavior
 Biopsychology Laboratory
 Vision
 Introduction to Sensory Systems
 Seminar in Neurobiology and Behavior
 Neuroethology
 Field Studies of Animal Behavior
 Electronics for Neurobiology
 Vertebrate Social Behavior
 Principles of Neurophysiology
 Sensory Function
 Developmental Neurobiology
 Molecular Neurobiology
 Neurochemistry
 Laboratory in Neural Systems and Behavior
 Chemical Communication
 Behavioral Neurogenetics
 Sex Differences in Brain and Behavior
 Physiological Optics
 Seminar in Advanced Topics in Neurobiology and Behavior

College of Engineering

Engineering Common Courses

Introduction to Computer Programming
 Drawing and Engineering Design
 The Laser and Its Applications in Science, Technology, and Medicine
 Elements of Materials Science
 Introduction to Chemical Engineering
 Computer-aided Design in Environmental Systems
 Introduction to Microprocessors
 Engineering Application of Operations Research
 Modern Structures: Behavior, Design, and Construction
 Introduction to Mechanical Engineering
 Introduction to Manufacturing Engineering
 Fission, Fusion, and Radiation
 Composite Materials: Design and Applications
 Introduction to the Physics and Chemistry of the Earth
 Mechanics of Solids
 Dynamics
 Introduction to Electrical Systems

Computers and Programming
 Mass and Energy Balances
 Thermodynamics
 Introduction to Scientific Computation
 Engineering Computation
 Introductory Engineering Probability
 Introduction to Mechanical Properties of Materials
 Introduction to Electrical Properties of Materials
 Computerized-Instrumentation Design
 Basic Engineering Probability and Statistics

Applied and Engineering Physics

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

Chemical Engineering

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

Civil and Environmental Engineering

Computer-aided Design in Environmental Systems
 Modern Structures: Behavior, Design, and Construction
 Engineering Computation
 Numerical Solutions to Civil Engineering Problems
 Uncertainty Analysis in Engineering
 Civil and Environmental Engineering Design Project
 Professional Practice in Engineering
 Numerical Solutions to Civil Engineering Problems
 Environmental Engineering Department Seminar
 Remote Sensing: Fundamentals
 Remote Sensing: Environmental Applications
 Physical Environment Evaluation
 Image Analysis I: Landforms
 Image Analysis II: Physical Environments
 Project—Remote Sensing
 Research—Remote Sensing
 Special Topics—Remote Sensing
 Seminar in Remote Sensing
 Thesis—Remote Sensing
 Microeconomic Analysis
 Economic Analysis of Government
 Engineering Economics and Management
 Social Implications of Technology
 Seminar in Technology Assessment
 Legal Process
 Environmental Law
 Regulation of Toxic Substances
 Environmental Systems Analysis
 Environmental and Water Resources Systems Analysis Colloquium
 Environmental and Water Resources Systems Analysis Design Project
 Environmental and Water Resources Systems Analysis Research
 Special Topics in Environmental or Water Resources Systems Analysis
 Fluid Mechanics
 Hydraulic Engineering
 Descriptive Hydrology
 Advanced Fluid Mechanics
 Analytical Hydrology
 Flow in Porous Media and Groundwater
 Engineering Micrometeorology
 Coastal Engineering
 Environmental Fluid Mechanics
 Project—Hydraulics
 Hydraulics Seminar
 Special Topics in Hydraulics
 Unsteady Hydraulics
 Environmental Planning and Operation of Energy Facilities
 Experimental Methods in Hydraulics
 Research in Hydraulics
 Introductory Soil Mechanics
 Foundation Engineering
 Retaining Structures and Slopes
 Highway Engineering
 Highway Materials and Pavement Design
 Design Project in Geotechnical Engineering
 Seminar in Geotechnical Engineering
 Special Topics in Geotechnical Engineering
 Engineering Behavior of Soils
 Rock Engineering
 Graduate Soil Mechanics Laboratory
 Advanced Foundation Engineering
 Soil Dynamics
 Embankment Dam Engineering
 Case Studies in Geotechnical Engineering
 Tunnel Engineering
 Research in Geotechnical Engineering
 Environmental Quality Engineering
 Water Supply Engineering
 Microbiology of Water and Wastewater

Assimilation of Pollutants in Natural Systems
 Chemistry of Water and Wastewater
 Aquatic Chemistry
 Industrial Waste Management
 Environmental Quality Management
 Sludge Treatment, Utilization, and Disposal
 Environmental Quality Engineering Seminar
 Water Quality Laboratory
 Environmental Engineering Processes
 Design Project in Environmental Engineering
 Environmental Engineering Research
 Special Topics in Environmental Engineering
 Thesis—Environmental Engineering
 Introduction to Transportation Engineering
 Urban Transportation Planning
 Travel Demand Theory and Applications
 Transportation Systems Analysis
 Transportation Systems Design
 Transportation Economics
 Operations, Design, and Planning of Public Transportation Systems
 Freight Transportation
 Transportation Design Project
 Transportation Research
 Transportation Colloquium
 Special Topics in Transportation
 Structural Behavior
 Structural Analysis
 Design of Concrete Structures
 Design of Steel Structures
 Structural Behavior Laboratory
 Civil Engineering Materials
 Timber Engineering
 Fundamentals of Structural Mechanics
 Advanced Structural Analysis
 Structural Model Analysis and Experimental Methods
 Advanced Plain Concrete
 Low-Cost Housing Primarily for Developing Countries
 Structural Engineering Seminar
 Engineering Fracture Mechanics
 Structural Stability: Theory and Design
 Finite-Element Analysis
 Structural Reliability
 Prestressed Concrete Structures
 Advanced Reinforced Concrete
 Advanced Design of Metal Structures
 Advanced Behavior of Metal Structures
 Shell Theory and Design
 Structural Dynamics and Earthquake Engineering
 Optimum Structural Design
 Numerical Methods in Structural Engineering
 Advanced Topics in Finite-Element Analysis
 Civil and Environmental Engineering Materials Project
 Design Project in Structural Engineering
 Research in Structural Engineering
 Special Topics in Structural Engineering
 Thesis—Structural Engineering
 Water-Resources Problems and Policies
 Stochastic Hydrologic Modeling
 Water-Quality Modeling
 Water-Resources Systems

Computer Science

Introduction to Computer Programming
 The Computer Age
 Introduction to Microprocessor Use
 Computers and Programming
 Introduction to Scientific Computation
 Discrete Structures
 Social Issues in Computing
 Introduction to Computer Systems and Organization
 Data Structures
 Programming Languages and Logics
 Introduction to Compilers and Translators
 Systems Programming and Operating Systems
 Practicum in Operating Systems
 Interactive Computer Graphics
 Numerical Solution of Algebraic Equations
 Introduction to Data-Base Systems
 Introduction to Theory of Computing
 Introduction to Analysis of Algorithms
 Introduction to Symbolic Computation
 Independent Reading and Research
 Computer Science and Programming
 Advanced Programming Languages
 Translator Writing

Concurrent Programming and Operating Systems Principles
 Advanced Operating Systems
 Machine Organization
 Matrix Computations
 Numerical Optimization and Nonlinear Algebraic Equations
 Data-Base Systems
 Information Organization and Retrieval
 Design and Analysis of Computer Networks
 Sparse Matrix Theory: Combinatorial Algorithms and Numerical Computation
 Robotics
 Analysis of Algorithms
 Theory of Computing
 Computer Science Graduate Seminar
 Topics in Programming Languages and Systems
 Seminar in Operating Systems
 Distributed Computing
 Seminar in Programming Refinement Logics
 Seminar in Programming
 Topics in Numerical Analysis
 Seminar in Numerical Analysis
 Topics in Information Processing
 Seminar in File Processing
 Seminar in Information Organization and Retrieval
 Seminar in Semantics
 Seminar in Systems Modeling and Analysis
 Topics in Analysis of Algorithms and Theory of Computing
 Seminar in Theory of Algorithms and Computing
 Special Investigations in Computer Science

Electrical Engineering

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

Geological Sciences

Freshman and Sophomore Courses

Introductory Geological Sciences
 Introduction to Historical Geology
 Frontiers of Geology
 Introduction to the Physics and Chemistry of the Earth
 Introduction to Field Methods in Geological Sciences
 Intersession Field Trip
 Western Adirondack Field Course
 Mineral and Energy Resources and the Environment

Junior, Senior, and Graduate Courses

Structural Geology
 Geomorphology
 Mineralogy
 Petrology and Geochemistry
 Sedimentology and Stratigraphy
 Geophysics and Geotectonics
 Field Geology
 Experiments and Techniques in Earth Sciences
 Western Field Course
 Petroleum Geology
 The Earth's Crust: Structure, Composition, and Evolution
 Digital Processing and Analysis of Geophysical Data
 Interpretation of Seismic Reflection Data
 Glacial and Quaternary Geology
 Modern Petrology
 Isotope Geology
 Chemical Geology
 Mineral Deposits
 Mineral Exploration
 Paleobiology
 Modern Depositional Systems
 Sedimentary Basins: Tectonics and Mechanics
 Geophysical Prospecting
 Earthquakes and Tectonics
 Senior Thesis
 Seminars and Special Work
 Tectonic and Stratigraphic Evolution of Sedimentary Basins
 Marine Geology
 Rock and Sediment Deformation
 Plate Tectonics and Geology
 Advanced Geomorphology Topics
 Petrology and Geochemistry
 Mineralogy and Crystallography, X-Ray Diffraction, Microscopy, High-Pressure and High-Temperature Experiments
 Advanced Topics in Petrology and Tectonics
 Topics in Mineral Resource Studies and Precambrian Geology
 Seismic Record Reading
 Geophysics, Exploration Seismology
 Earthquakes and Tectonics
 Exploration Seismology, Gravity, Magnetism
 Geophysics, Seismology and Geotectonics
 Research on Seismic-Reflection Profiling of the Continental Crust
 Philippine Geology and Tectonics
 Andes Seminar
 Marine Tectonics
 Advanced Structural Geology
 Geology of Orogenic Belts
 Advanced Geophysics
 Geotectonics
 Seismology

Materials Science and Engineering

Undergraduate Courses

Composite Materials: Design and Applications
 Elements of Materials Science
 Introduction to Mechanical Properties of Materials
 Introduction to Electrical Properties of Materials
 Structural Characterization and Properties of Materials
 Electrical and Magnetic Properties of Materials
 Research Involvement
 Thermodynamics of Condensed Systems
 Kinetics, Diffusion, and Phase Transformations
 Materials and Manufacturing Processes
 Microprocessing of Materials
 Macroprocessing
 Senior Materials Laboratory
 Mechanical Properties of Materials
 Physical Metallurgy
 Materials Design Concepts
 Introduction to Ceramics
 Properties of Solid Polymers
 Processing of Glass, Ceramic, and Glass-Ceramic Materials
 Analysis of Manufacturing Processes
 Physics of Modern Materials Analysis
 Materials Design in Electronic Packaging

Graduate Core Courses

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

Further Graduate Courses

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

Mechanical and Aerospace Engineering

General and Required Courses

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

Mechanical Systems and Design and Manufacturing

Design for Manufacture
 Mechanical Reliability
 Automotive Engineering
 Computer-aided Design
 Analysis of Manufacturing Processes
 Materials Engineering
 Numerical Control in Manufacturing
 Introduction to Robotics
 Mechanical Components
 Biomechanical Systems—Analysis and Design
 Mechanical and Aerospace Structures
 Industrial Automation

Microprocessor Applications
 Mechanical Vibrations
 Feedback Control Systems
 Dynamics of Vehicles
 Finite Element Methods in
 Thermomechanical Processes
 Experimental Methods in Machine Design
 Advanced Mechanical Vibrations
 Digital Simulation of Dynamic Systems
 Hydrodynamic Lubrication: Fluid-Film Bearings
 Advanced Mechanical Reliability
 Optimum Design of Mechanical Systems

Energy, Fluids, and Aerospace Engineering

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

Special Offerings

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

Nuclear Science and Engineering

Fission, Fusion, and Radiation
 Introduction to Nuclear Science and Engineering
 Introduction to Controlled Fusion: Principles and Technology

Operations Research and Industrial Engineering

Engineering Application of Operations Research
 Introduction to Manufacturing Engineering
 Problem Solving and Modeling
 Introductory Engineering Probability
 Basic Engineering Probability and Statistics
 Optimization
 Cost Accounting, Analysis, and Control
 Introductory Engineering Stochastic Processes
 Introduction to Statistical Theory with Engineering Applications
 Industrial Systems Analysis
 Layout and Material-handling Systems
 Production Planning and Control

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

Theoretical and Applied Mechanics

Basics in Engineering Mathematics and Mechanics

Mechanics of Solids
 Dynamics
 Engineering Mathematics

Engineering Mathematics

Advanced Engineering Analysis
 Methods of Applied Mathematics I-IV

Experimental Mechanics

Experimental Mechanics

Continuum Mechanics and Inelasticity

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

Elasticity and Waves

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

Dynamics and Space Mechanics

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

Special Courses, Projects, and Thesis Research

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

Topics in Theoretical and Applied Mechanics
 Master's Degree Research in Theoretical and Applied Mechanics
 Doctoral Research in Theoretical and Applied Mechanics

School of Hotel Administration

Administrative and General Management

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

Human-Resources Management

Management of Human Resources
 Union-Management Relations in Private Industry: A Survey
 Training for the Hospitality Industry
 Managing an Organization through Simulation Training
 Organizational Behavior and Small-Group Processes
 Special Studies in the Management of Human Resources
 T.A. Training in Human-Resources Management
 Advanced Human Resources Management

Accounting and Financial Management

Basic Principles of Accounting and Financial Management
 Financial Accounting
 Finance
 Financial Accounting Principles
 Managerial Accounting
 Hospitality Financial Management
 Hospitality Management Contracts
 Investment Management
 Financial Analysis and Planning
 Financial Charts and Graphs
 Cost Accounting
 Internal Control in Hotels
 Taxation and Management Decisions
 Graduate Managerial Accounting in the Hospitality Industry
 Graduate Corporate Finance
 Interpretation and Analysis of Financial Statements
 Graduate Investment Portfolio Management

Food and Beverage Management

Introduction to Food and Beverage Operation and Management
 Food-Production Techniques
 Meat Science and Management
 Food-Production Systems: Cafeterias
 Food-Production Systems: A la Carte, Banquet, Beverage, and Service
 Food and Beverage Control
 Restaurant Management
 Survey of Beverages
 Purchasing
 Introduction to Wine and Spirits

Independent Restaurant Operations Management
 Food-Service Management in Business, Industry, and Health-Related Facilities
 Production and Merchandising of Desserts
 Seminar in Cultural Cuisines
 Graduate Food and Beverage Management
 Graduate Operational Food-Production Systems
 Graduate Meat Science and Management

Law

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

Properties Management

Facilities Development and Planning
 Introductory Food-Facilities Engineering
 Food-Facilities Equipment Design and Layout
 Building Engineering Systems
 Construction and Physical-Plant Management
 Seminar in Interior Design
 Energy-Management Techniques
 Seminar in Hotel Planning
 Seminar in Restaurant Planning
 Fire Prevention and Safety Control for the Hospitality Industry
 Graduate Study in Project Development and Construction
 Graduate Study in Electrical and Mechanical Systems

Communication

Keyboarding/Typewriting
 Introduction to Writing for Business
 Continuing French—Le Français de l'Hotellerie
 Report Typing
 Typewriting and Business Procedures
 Shorthand Theory
 Effective Oral Communication
 Written Communication

Science and Technology

Food Chemistry
 Food-Service Microbiology
 Information Systems
 Hotel Computing Applications
 Principles of Nutrition
 Business Computer Systems Design
 Graduate Food Sanitation
 Computers and Hotel Computing Applications

Economics, Marketing, and Tourism

Macroeconomics
 Microeconomics
 Tourism
 Hotel Sales
 Cases in Hospitality Marketing
 Seminar in Selected Topics in Hospitality Marketing
 Principles of Marketing
 Advertising Strategies
 International Marketing
 Marketing Communications Strategy
 Marketing Research
 Market Management
 Strategic Market Planning

Independent Research

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

New York State College of Human Ecology

Interdepartmental Courses

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

Nondepartmental Courses

General Courses

Critical Reading and Thinking
America and World Community

International Program

Study Abroad
Human Ecology: An International Perspective

Division of Student Services

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

Consumer Economics and Housing

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

Design and Environmental Analysis

Design I and II: Fundamentals
Introduction to Design
Drawing
Drawing the Clothed Figure
Introduction to Textiles
Apparel Design I–III
Introduction to Functional Clothing
Human-Environment Relations
Design III and IV: Basic Interior Design
Design Communications
Building Technology
Science for Consumers
Textiles for Interiors and Exteriors
Introduction to Apparel
Historical Perspectives on Apparel
Environment and Social Behavior
Historic Design I and II: Furniture and Interior Design
Fundamentals of Interior Design
Design V and VI: Intermediate Interior Design
Furnishings, Materials and Finishings
Professional Practice of Interior Design
Human Factors: Ergonomics—Anthropometrics
Household Equipment Principles
Fabric Technology
Environmental Graphics and Signing
Graphic Design
Human Factors: The Ambient Environment
Historic Design III: Contemporary Design
Residential Design
Empirical Research
Supervised Fieldwork
The Textile and Apparel Industries
The Textile and Apparel Industries—Field Experience
Textile Testing and Evaluation
Textile Structure and Properties
Care of Textiles
Textile Chemistry
Apparel Textiles
Textile Materials for Biomedical Use
Apparel Design IV: Functional Clothing Design
Research Methods in Human-Environment Relations
Programming Methods in Design
Apparel Design V
Design VII: Advanced Interior Design
Textile-Fiber Evaluation
Physical Science in the Home
Textiles and Apparel: International Production and Trade
Special Topics in Textiles
Advanced Textile Chemistry
Seminar: Frontiers in Textiles
Mechanics of Fibrous Structures
Adaptive Building Reuse
Standards and the Quality of Life
Psychology of Office Design
Facility Planning and Management Studio
Seminar on Facility and Planning Management
The Environment and Social Behavior

Human Development and Family Studies

Observation
Human Development: Infancy and Childhood
Families in Modern Society
Sociological Analysis of Contemporary Issues
Adolescence and Youth: Biological and Cognitive Development
Adolescence and Youth: Personality and Social Development
Adulthood and Aging: Personality and Social Development
Adulthood and Aging: Biological and Cognitive Development
Participation with Groups of Children in the Early Years
Participation with Groups of Children in the Middle Years
Historical Development of Women as Professionals, 1800–1980
Abnormal Development
Early Adolescence
Problematic Behavior in Adolescence
From Adolescence to Adulthood: Developmental Issues

Cognitive Processes in Development
The Development of Creative Thinking
Models and Settings in Programs for Children
The Role and Meaning of Play
Human Growth and Development: Biological and Social Psychological Considerations
Advanced Participation in Preschool Settings
Families in Cross-cultural Perspective
Theories of Adult Interpersonal Relationships
American Families in Historical Perspective
Personality Development in Childhood
The Development of Social Behavior
The Study of Lives
Behavioral Disorders of Childhood
Deviations in Intellectual Development
Aging and Health
Experimental Child Psychology
Junior Honors Seminar
Directed Readings
Empirical Research
Supervised Fieldwork
Teaching Apprenticeship
Projects in Public Policy
Field Experience in Adolescent Development: The Individual in Community
Policies and Programs for Adolescents
Work and Human Development
Learning in Children
Cognitive Development and Education
Piaget's Theory of Cognitive Development
Language Development
Creative Expression and Child Growth
Thinking and Reasoning
Internship in Cornell Nursery School
Families and Social Policy
Introduction to Ecological Perspective
Human Development in Postindustrialized Societies
Development in Context
Senior Honors Program

Topics Courses

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

Graduate Program

Directed Readings
Empirical Research
Practicum
Teaching Assistantship
Research Assistantship
Extension Assistantship
Supervised Teaching
Adolescence
Cognitive Development
Infancy
Early Childhood Education
Contemporary Family Theory and Research
Personality and Socialization
Abnormal Development
Master's Thesis and Research
Doctoral Thesis and Research

Topical Seminars

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

Human Service Studies

Human Services in Contemporary Society
Groups and Organizations
Ecological Determinants of Behavior
Racism in American Society
Research Design and Analysis
Special Studies for Undergraduates

Human Sexuality
Ecology and Epidemiology of Health
Ecological Approach to Instructional Strategies
Introduction to Human Service Planning
Social Welfare as a Social Institution
Directed Readings
Empirical Research
Supervised Fieldwork
Teaching Apprenticeship
Practicum
The Helping Relationship
The Politics of Power in the Human Services
Social Planning for the Elderly
Program Planning for Educational Programs and Services
Preparation for Internship in Human Ecology Education
Internship in Human Ecology Education
Critical Issues in Education
Career Environmental and Individual Development
Teaching for Reading Competence: A Content-Area Approach
Advanced Field Experience in Human Ecology Education
Human Service Planning Methods
Social Work Practice
Senior Seminar in Social Work
Program Development in Social Services
Social Policy
Introduction to Public Health

Graduate Program

Special Problems for Graduate Students
Health Services Management
Legal Aspects of Health Services Delivery
Medical Service Issues in Health Administration
Strategic Planning and Marketing in Health Care
Comparative Health Care Systems: Canada, the United States, and Third World Countries
Labor Relations in the Health Industry
HMO Development and Management
Field Studies in Health Administration and Planning
Teaching Human Services in Higher Education
Adult Development and the Provision of Human Services
Preparing Professionals in the Human Services
Consulting and Supervisory Roles in Human Services
Administration of Human Service Programs in Higher Education
Public Policy and Program Planning in Human Services
Designing and Implementing Human Service Programs
The Intergovernmental System and Human Service Program Planning
Measurement for Program Evaluation and Research
Program Evaluation and Research Design
Program Evaluation in Theory and Practice
Strategies for Policy and Program Evaluation
Qualitative Methods for Program Evaluation
Internship in Human Service Studies
Advanced Seminar in Program Evaluation

Topical Seminars and Practicums

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

Continuing Education for Professionals

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

Division of Nutritional Sciences

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

Independent Interdisciplinary Centers and Programs

Africana Studies and Research Center

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

Program on Science, Technology, and Society

Agriculture, Society, and Biotechnology
Alternative Food Production Systems

American and International Agriculture: Past, Present, and Future
Anthropology of Medicine
Biological Basis of Sex Differences
Biology and Society I: The Biocultural Perspective
Biology and Society Senior Seminar
Biomedical Ethics
Culture and Human Disease
Ecosystems and Ego Systems
Environmental Chemicals and Maladies
Environmental Ethics
Genetics and the Law: Making Better Babies
Hard Choices
Health Dialogues: Personal and Political
History of Biology
Health and Disease
Health Work: Controversies and Challenges
Honors Project
Human and Ecological Consequences of Nuclear War
Human Fertility in Developing Nations
Human Growth and Development
Independent Study
Introduction to Public Health
Living on the Land: Images of Rural Life in America
Politics of Technical Decisions
Population Policies
Professional Ethics
Recombinant DNA Technology and Its Applications
Regulation of Toxic Substances
Seminar in the History of Biology
Social and Political Studies of Science
Social Functions of Law and Medicine
Social Policy and Economic Growth
Special Problems in the Anthropology of Sex and Gender
Special Topics in Toxicology
Ways of Seeing
Writing as a Naturalist

New York State School of Industrial and Labor Relations

Collective Bargaining, Labor Law, and Labor History

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

Collective Bargaining in the Public Sector
Current Issues in Collective Bargaining
Labor Education
Theory and Research in Collective Bargaining
Research Seminar in Public Sector Collective Bargaining
Industrial Relations in Health Care Institutions

Economic and Social Statistics

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

International and Comparative Labor Relations

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

Labor Economics

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

Organizational Behavior

Society, Industry, and the Individual
Social Issues and Social Theory in Industrial Society
Studies in Organizational Behavior:
Regulating the Corporation
The Psychology of Industrial Engineering
Cross-cultural Studies of Organizational Behavior
Introduction to the Study of Attitudes
Organizations and Deviant Behavior
Organizations and Social Inequality
Sociology of Occupations
Psychology of Industrial Conflict
Cooperation, Competition, and Conflict Resolution
Sociological Analysis of Organizations
The Study of Work Motivation
Individual Differences and Organizational Behavior
Organizational Behavior Simulations
Group Processes
Social Organization of the Urban Community
Groups in Work Organizations

Evaluation of Social Action Programs
 Study of Public Sector Bureaucracy
 Sociology of Industrial Conflict
 Theories of Industrial Society
 The Professions: Organization and Control
 Organizational and Political Behavior in
 School Districts
 Unions and Public Policy in School Districts
 Internship
 Organizational Behavior
 Theories of Organizational Change,
 Innovation, and Evaluation
 Growth of the World Capitalist-Industrial
 System
 The Organization and Its Environment
 Labor and Monopoly Capital: The Growth of
 Large United States Firms in the Past
 Century
 Leadership in Organizations
 Personality in Organization
 Sociological Study of Power
 Urban Politics and Public Policy
 Cross-cultural Explorations of Individual
 Differences
 Social Regulation and Control of
 Institutions
 Seminar in Field Research
 Theories of Organizational Behavior
 Behavioral Research Theory, Strategy, and
 Methods
 Analysis of Published Research in
 Organizational Behavior
 Work and Industrial Conflict

Personnel and Human Resources Management

Personnel Management
 Public Policy and the Development of
 Human Resources
 Urban Problems and Public Policy
 Programs
 Effective Supervision
 Techniques and Theories of Training in
 Organizations
 Communication in Organizations
 New York State—Human Resource and
 Employee Relations Issues and Policies
 Organization Development: Strategy and
 Practice
 Human Resources and State Legislative
 Process
 Social Contract, 1964–80
 The Social Tensions of Labor Market
 Reform
 Occupational Analysis and Human
 Resource Planning
 Planning Area-wide Employment and
 Training Programs
 Sectoral Variations in Human Resource
 Policy
 Human Resources and Immigration Policy
 in the United States
 Internship
 Career Planning and Development
 Seminar in Personnel or Human Resource
 Management
 Management Training Simulation: Public
 Policy Issues in Social Agencies
 History of Contemporary Management
 Thought
 Management and Leadership Development
 Case Studies in Personnel Administration
 Administrative Theory and Practice
 Current Issues and Research in Human
 Resources Development
 Staffing: Employee Selection and Utilization
 Administration of Compensation
 Top Management Personnel Strategies and
 Policies
 Human Resource Planning
 The Appraisal and Diagnosis of
 Organizations
 Design and Administration of Training
 Programs
 Seminar on the Theory and Practice of
 Organization Development
 Local Government Human Resource
 Planning and Administration
 Personnel Administration and Government
 Regulations
 The Debate over Full Employment
 Human Resource Economics and Public
 Policy

Interdepartmental Courses

Labor Problems in American Society
 Personnel Management for Managers

Officer Education

Aerospace Studies

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

Leadership Laboratory Courses

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

Military Science

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

Naval Science

Fundamentals of Naval Science
 Naval Ship Systems
 Seapower—History of the Navy
 Armed Conflict and Society
 Principles of Navigation
 Amphibious Warfare
 Naval Operations
 Naval Professional Laboratories
 Principles of Sailing
 Naval Weapons Systems
 Naval Administration

Physical Education

Archery
 Athletic Injury
 Badminton
 Basketball
 Bowling
 Equestrian
 Exercise and Figure Control
 First Aid
 Fitness and Conditioning
 Gymnastics
 Jogging
 Karate
 Basic Lacrosse
 Nautilus
 Racquetball
 Recreational Sports and Games
 Sailing
 Soccer
 Squash
 Tai Chi Chuan
 Weightlifting
 Yoga

Aquatic Courses

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

Dance

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

Fencing

Beginning Fencing
 Intermediate Fencing

Golf

Instructional Golf
 Recreational Golf

Mountaineering

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

Riflery

Riflery
 Skeet and Trap
 Hunter Safety

Skating

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

Skiing

Downhill Skiing
 Cross-Country Skiing
 Ski Conditioning

Tennis

Beginning Tennis
 Intermediate Tennis
 Advanced Tennis

Volleyball

Beginning Volleyball
 Intermediate Volleyball
 Advanced Volleyball

Graduate Units

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

Law School

Johnson Graduate School of Management

New York State College of Veterinary Medicine

G

etting to Know Cornell

Prospective students and their families are encouraged to visit the campus and have discussions with members of the faculty or admission staffs and to become familiar with the University. The University Admissions Office and the admission offices of the undergraduate colleges offer opportunities for group conferences and personal interviews (see pages 36-39). All personal interviews are by appointment. Interested students should write or telephone suggesting a date and time, and alternates if possible, at least three weeks before the date requested. With sufficient notice when school is in session, the colleges will arrange for prospective students to spend the night on campus with a student host.

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

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

University Tours and Group Conferences

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

April 1-October 31

Weekdays: 11:15 a.m., 1:30 p.m.
Saturday: 11:15 a.m.
Sunday: 1:00 p.m.

November 1-March 31

Weekdays: 1:30 p.m.
Saturday: 11:15 a.m.
Sunday: 1:00 p.m.

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

University group conferences are for those who want an introduction to the University. They can help the prospective student identify the college that best matches

Academic Calendar, 1985-86

Fall Semester

Residence halls open	Friday, August 23
Registration begins	Tuesday, August 27
Registration ends	Wednesday, August 28
Instruction begins	Thursday, August 29
New-Student Parents' Weekend begins	Friday, October 4
New-Student Parents' Weekend ends	Sunday, October 6
Fall recess begins	Saturday, October 19, 1:10 p.m.
Instruction resumes	Wednesday, October 23
Thanksgiving recess begins	Wednesday, November 27, 1:10 p.m.
Instruction resumes	Monday, December 2
Instruction ends; study period begins	Saturday, December 7, 1:10 p.m.
Study period ends	Wednesday, December 11
Final examinations begin	Thursday, December 12
Final examinations end	Saturday, December 21

Spring Semester

Residence halls open	Monday, January 20
Registration begins	Thursday, January 23
Registration ends	Friday, January 24
Instruction begins	Monday, January 27
Spring recess begins	Saturday, March 22, 1:10 p.m.
Instruction resumes	Monday, March 31
Instruction ends; study period begins	Saturday, May 10, 1:10 p.m.
Study period ends	Wednesday, May 14
Final examinations begin	Thursday, May 15
Final examinations end	Saturday, May 24
Senior Week begins	Sunday, May 25
Senior Week ends	Saturday, May 31
Commencement Day	Sunday, June 1

Summer Session

Three-week session begins	Wednesday, June 4
Eight-week session begins	Monday, June 16
Six-week session begins	Monday, June 30

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

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

his or her academic needs. Open to students, parents, and other interested people, the conferences provide information on the admission process, financial aid, educational programs, and campus facilities and provide an opportunity to ask questions. Sessions lasting about an hour are held throughout the year at the University Admissions Office, on Mondays and Fridays at 9:30 and 11:00 a.m.; Tuesdays, Wednesdays, and Thursdays

at 9:30 a.m.; and Saturdays at 9:00 a.m. Those who want to attend may write or call the University Admissions Office, 410 Thurston Avenue (607/256-5241), a few days before the visit, but appointments are not required. Parking is available at the office, and arrangements for on-campus parking can be made for those who want to visit other facilities.

Coming to Ithaca

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

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

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

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

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

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

Sightseeing in Ithaca

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

Further Information

Offices on Campus

University admissions

410 Thurston Avenue
607/256-5241

Agriculture and life sciences admissions

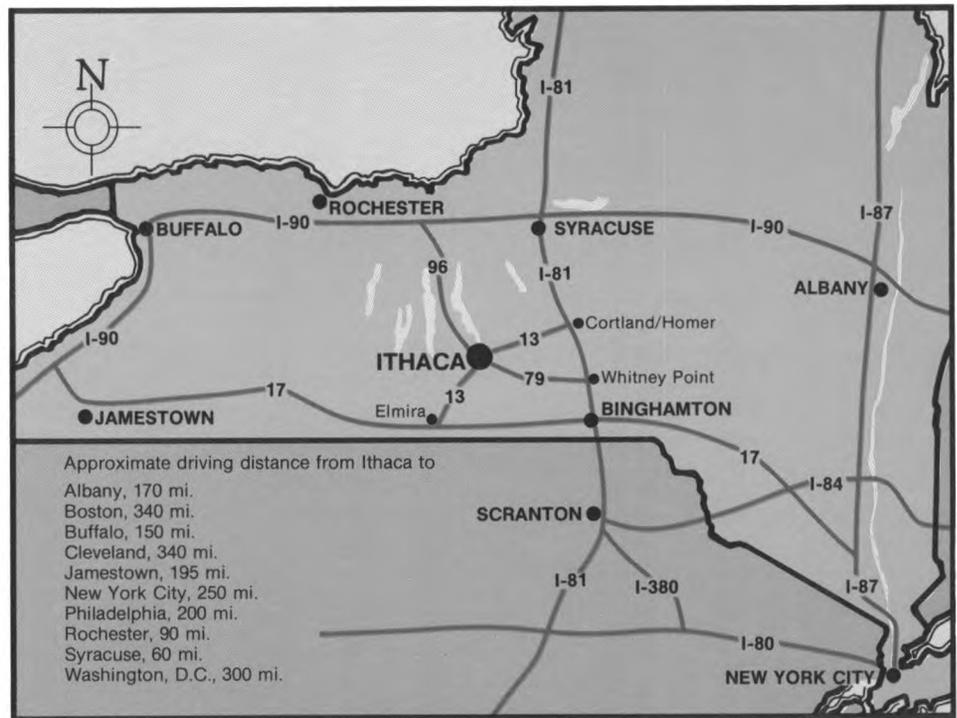
195 Roberts Hall
607/256-2036

Architecture, art, and planning admissions

135 East Sibley Hall
607/256-4376

Arts and sciences admissions

Binenkorb Center, Goldwin Smith Hall
607/256-4833



Engineering admissions

167 Olin Hall
607/256-5008

Hotel administration admissions

141 Statler Hall
607/256-6376

Human ecology admissions

172 Martha Van Rensselaer Hall
607/256-5471

Industrial and labor relations admissions

101 Ives Hall
607/256-2222

Admission records

410 Thurston Avenue
607/256-5046

Financial aid

203 Day Hall
607/256-5145

Minority recruitment

410 Thurston Avenue
607/256-7233

Athletic admissions liaison

410 Thurston Avenue
607/256-5020

Information and Referral Center (tours)

Lobby, Day Hall
607/256-6200

Regional Offices

Metropolitan New York Regional Office

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

Middle Atlantic Regional Office

Wynnewood Road, Suite 203
Wynnewood, Pennsylvania 19096
215/649-5901

Midwest Regional Office

Fountain Square, Suite 530
1600 Orrington
Evanston, Illinois 60201
312/475-6635

North Central Regional Office

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

Northeast Regional Office

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

Southeast Regional Office

Coral Springs Financial Plaza, Suite 604
3300 University Drive
Coral Springs, Florida 33065
305/752-6750

Southwest/Mountain Regional Office

17 Briar Hollow Lane, Suite 401
Houston, Texas 77027
713/629-5113

Western Regional Office

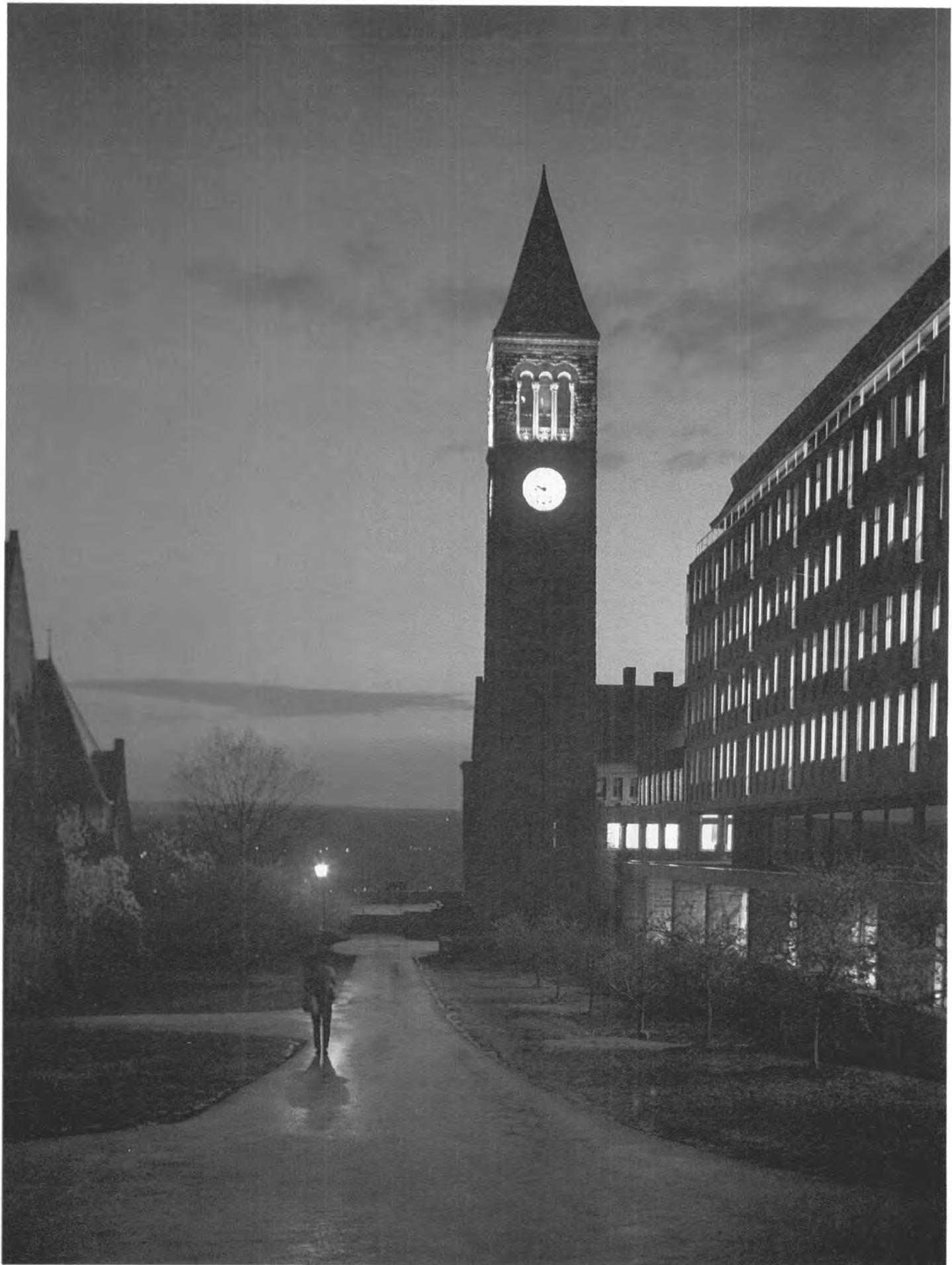
215 South Highway 101, Suite 201
P.O. Box T
Solana Beach, California 92075
619/481-8777

Cornell in Perspective

- ① College of Agriculture and Life Sciences
- ② College of Architecture, Art, and Planning
- ③ College of Arts and Sciences
- ④ College of Engineering
- ⑤ School of Hotel Administration
- ⑥ College of Human Ecology
- ⑦ School of Industrial and Labor Relations
- ⑧ Law School
- ⑨ Johnson Graduate School of Management
- ⑩ College of Veterinary Medicine
- ⑪ Olin and Uris libraries
- ⑫ Information and Referral Center
- ▲ Residential areas
- ★ Athletic facilities
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