Bulletin of

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Undergraduate Instruction

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Duke Kunshan University is committed to maintaining a learning and working environment that is fair and humane, responsible for all students, faculty, and staff, and that supports, nurtures, and rewards career and educational advancement based on ability and performance. The University will not tolerate any form of harassment, bullying, sexual assault, or other forms of sexual misconduct. Definitions: Harassment is defined as conduct so severe and/or pervasive and objectively offensive that it substantially impairs a person's access to University programs or activities such that the person is effectively denied equal access to campus resources and opportunities on the basis of their race, color, national or ethnic origin, alienage, sex, religion, age, sexual orientation, gender identity, marital status, veteran status, physical or mental disability, or perceived membership in any of these categories. For more detailed definitions of harassment and the Duke Kunshan University Student Policy on Sexual Harassment and Misconduct please refer to the Student Handbook.

Duke Kunshan University is accredited by the Ministry of Education (MOE) of the People's Republic of China. Duke Kunshan University students successfully completing the course of study required by Duke Kunshan University and Duke University will be conferred both a Duke Kunshan University graduation certificate and diploma officially approved by the MOE as well as a diploma from Duke University indicating that the degree has been granted in accordance with the requirements of Duke Kunshan University and Duke University (Duke University is accredited by SACSCOC). Students will be alumni of both institutions.

Duke University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in the United States to award baccalaureate, master's and doctorate degrees. Duke Kunshan University is not accredited by SACSCOC and the accreditation of Duke University does not extend to or include Duke Kunshan University or its students. Further, although Duke University agrees to accept certain course work from Duke Kunshan University to be applied toward an award from Duke University, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from Duke University. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work.

Duke Kunshan University recognizes and utilizes electronic mail as a medium for official communications. The university provides all students with email accounts. All students are expected to access their email accounts on a regular basis to check for and respond as necessary to such communications.

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Part 1: General Information

Welcome to the intellectual and personal excitement of Duke Kunshan University, to its commitment to the finest education and to its passion for shaping a more knowledgeable, inclusive, responsible and peaceful world. DKU's founders, leaders and community have set ambitious goals. Confident that you will contribute importantly to reaching those goals, we invite you to join us in pursuing them together.

Your experience here will prepare you to be among the next generations of leaders, who create the cutting edge of new knowledge, engage with courage and wisdom the world's most pressing challenges, and extend perspectives and understanding across our globe. We share with our fellow human beings across the world the desire to make it a better place whether at the level of providing clean drinking water and sustainable energy systems for rural villages, or of developing preventive measures against future pandemics, or of peacefully negotiating regional or global conflict.

Please use this bulletin as a tool to understand who we are, to chart your own path through the rich opportunities DKU offers, and to help you to define the personal directions you hope to take through DKU and beyond.

--Prof. Youmei Feng, Chancellor
--Dr. Al Bloom, Executive Vice Chancellor

Mission Statement

Duke Kunshan University is a highly selective research-oriented, liberal arts and sciences university located in China, whose primary mission is to enable students from around the world to lead purposeful and productive lives. By delivering the highest quality undergraduate and graduate education that is truly interdisciplinary, we prepare students for professional, intellectual and societal leadership roles across the globe. The core of our educational offering is a four-year undergraduate degree program featuring an integrated and multi-disciplinary curriculum, with an effective blend of Chinese, American, and global techniques and values and a culture of academic excellence and freedom. Our world-class faculty pursue knowledge in service of society, involving students in innovative scholarship and research programs. As a premier Sino-US joint-venture university, we embrace the integration of global, national, and local traditions of thought and experience and promote cross-cultural understanding and cross-border collaborations.

Statement on Diversity and Inclusion

Duke Kunshan University welcomes passionate, creative, and intellectually-driven students, faculty, and staff from all walks of life, from all over the world. We affirm the diverse histories, perspectives, experiences, identities, languages, and cultures that enhance our community, and we aim to create an environment where all members of our community are accepted, appreciated, and celebrated. Our commitment to inclusivity is grounded in the university's mission. DKU is a

community where those who study, live, and work see difference as an opportunity for meaningful dialogue, creative expression, and innovative thinking. The university aspires to foster mutual respect and understanding among and for all people, regardless of differing cultures, ethnicities, races, religions, genders, sexual orientations, ages, national origins, socio-economic backgrounds, capabilities, or any other category that can be used to divide people. Our uniquely rich cultural community is designed to cultivate informed and engaged citizens of the world.

Who We Are

Duke Kunshan University is a Sino-American partnership of Duke University, Wuhan University and Kunshan city in Jiangsu province to create a world-class liberal arts and research university offering a range of academic programs for students from China and throughout the world. A nonprofit, joint-venture institution, Duke Kunshan University was granted the accreditation approval by China's Ministry of Education in September 2013. Duke Kunshan welcomed its first group of students in August 2014, initially offering graduate degrees as well as term-long programs for undergraduate students enrolled at Duke and other universities. In August 2018, Duke Kunshan welcomed its inaugural undergraduate class. The four-year bachelor's degree program is based in the liberal arts and sciences tradition, which emphasizes critical thinking, creativity, collaboration and exploration.

With the goal of spearheading the future of higher education, Duke Kunshan is influenced and informed by both Chinese and American traditions of higher education. The shared vision of Duke and Wuhan universities is that Duke Kunshan will help address the changing needs of global higher education. Their rich heritage inspires Duke Kunshan to pursue academic excellence and integrity and apply classroom knowledge in service to society. Duke Kunshan delivers academic programs designed to address society's future needs through a curriculum based in the liberal arts tradition and a commitment to problem-based learning that challenges students to apply their knowledge during the learning process.

As an international, intellectual community that encourages diversity, openness and creative learning, Duke Kunshan University welcomes outstanding students and faculty from around the world who contribute diverse perspectives and experiences to this global learning environment. The university's innovative programs inspire students to master academically rigorous course work, generate new ideas and develop creative solutions to the world's challenges, preparing them not just for careers in specific fields but to become globally sophisticated leaders and citizens.

Duke Kunshan is governed by an independent Board of Trustees and operates under a set of guiding principles that are consistent with those of world-leading universities. Administrative operations are in the charge of the university leadership team, headed by the Chancellor and the Executive Vice Chancellor. Feng Youmei, Duke Kunshan University Chancellor, is a professor, the former Executive Vice President of Wuhan University and the Vice Chairwoman for the Medical Education Committee of the China Association of Higher Education. She has profound expertise in medical education as well as abundant experience in university administration. Executive Vice Chancellor Al Bloom is a recognized global education leader and a scholar of psychology and language with a special focus on Chinese language and culture. Prior to joining DKU, Dr. Bloom

served as the founding vice chancellor of NYU-Abu Dhabi for more than a decade and president of Swarthmore College for 18 years.

Duke Kunshan University is a place for learning, living and self-discovery, in a setting that encourages the pursuit of knowledge within and beyond the classroom. Kunshan is located in close proximity to both Shanghai and Suzhou, two of the most developed metropolitan areas in China. Connected to both by high-speed rail and highways, the city of Kunshan is a center for business and high-tech research and manufacturing, and it has one of the fastest-growing economies in China. The 200-acre campus is in the Yangcheng Lake Science Park and features state-of-the-art classroom and meeting facilities, library resources, student and faculty housing and dining space, and recreational facilities. Multipurpose meeting spaces, breakout rooms and study areas allow students to work individually or in groups to review course materials, complete assignments and participate in the vibrant intellectual life of the campus.

Partners

Duke University

A private comprehensive teaching and research university, Duke traces its roots to 1838, and officially became Duke University in 1924. In addition to liberal arts and engineering education at the undergraduate level, Duke offers graduate and professional study in arts and sciences, business, divinity, engineering, the environment, law, public policy, medicine and nursing. Duke enrolls more than 15,000 students in its undergraduate, graduate, and professional programs.

Duke's home campus is situated on nearly 9,000 acres in Durham, North Carolina, USA, a city of more than 200,000 people. Duke also is active internationally through the Duke-NUS Graduate Medical School in Singapore, Duke Kunshan University in China and numerous research and education programs across the globe. More than 75 percent of Duke students pursue service-learning opportunities in Durham and around the world through DukeEngage and other programs that advance the university's mission of "knowledge in service to society."

Wuhan University

Located in Central China's Hubei province, Wuhan University consistently ranks among the country's top 10 universities and is a key comprehensive national university under the direct administration of the Ministry of Education.

The college's history can be traced back to the Ziqiang Institute founded in 1893 by Zhang Zhidong, governor-general of Hubei and Hunan provinces in the late Qing dynasty (1644-1911). In 1928, the institute was renamed as Wuhan National University.

Its campus is regarded as one of the most beautiful in the country, boasting palatial buildings that blend Eastern and Western architectural styles.

The university enjoys partnerships with more than 400 universities and research institutes in over 45 countries and regions, while its more than 300,000 alumni includes at least 100 members of the Chinese Academy of Science and the Chinese Academy of Engineering.

Kunshan

Kunshan is located in the southeastern part of Jiangsu province, a satellite city in the greater Suzhou region and adjacent to Shanghai, two of the most developed metropolitan areas in China. Kunshan is regarded as one of the country's most economically successful county-level administrations. It ranked No 1 in the 25 Best County-level Cities in China study by Forbes China for the ninth year running in 2009. With an immigrant population larger than the number of its permanent residents, Kunshan was winner of the 2010 UN-Habitat Scroll of Honor Award, the most prestigious award given by the United Nations, along with Singapore and Vienna in recognition of work carried out in the field of human settlements development, for the city's innovative approach to granting migrants the right to essential services. It also has received titles and awards such as a National Hygiene City, Excellent Tourism City of China and National Garden City, as well as National Model City of Environment Protection and National Model Zone of Ecology.

Kunshan is culturally significant as the origin of Kunshan *diao*, the melody that ultimately evolved into Kunqu Opera, one of China's oldest extant theatre arts, which has been listed as UNESCO as World Intangible Culture Heritage. It has also been home to famous figures including Zu Chongzhi, Gu Yanwu, Gui Youguang, Gong Xian and Zhu Bailu.

Duke Kunshan University Community Standard

All Duke Kunshan University students are required to hold themselves to the highest standards for honesty, integrity, fairness, and responsibility in their academic and co-curricular endeavors. Duke Kunshan University is a community comprised of individuals from diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflecting upon and upholding these principles in all academic and non-academic endeavors, and to protecting and promoting a culture of integrity and trust. To uphold the Community Standard, each student is expected to pledge to hold him/herself to the highest standards for honesty, integrity, fairness, and responsibility in his/her academic and non-academic endeavors, to respect other cultures and embrace all forms of diversity, and to uphold the standards if they are compromised.

Part 2: A Liberal Arts Education at Duke Kunshan University

A 21st Century Curriculum

The Duke Kunshan University curriculum begins from liberal arts principles and is imbued with the hallmarks of a Duke education blended with Chinese tradition: interdisciplinary approaches, engagement with research questions, problem-based and team-based learning, and opportunities for students to craft individual pathways and deepen their intellectual engagement over time. It is a kind of education that builds critical thinking and problem-solving skills, simultaneously conferring a broad base of knowledge and fostering the ability to interrogate that knowledge and apply it flexibly. It is also deeply cross-cultural in its orientation: Duke Kunshan University gives all participants the continual experience of learning to see from multiple points of view and to work together across cultural boundaries—a crucial skill for the future.

A Liberal Arts College Experience

The small-scale residential setting at Duke Kunshan University offers significant opportunities for innovative and integrated forms of learning, an especially close connection between faculty and students, and the intermixing of students with different interests. In addition, Duke Kunshan University offers creative alignments between its undergraduate curriculum and selected areas of research strength at Duke Kunshan University and at Duke. Liberal arts colleges provide direct access to research opportunities for undergraduates – they leverage their small size and commitment to teaching to provide opportunities for one-on-one and small team-based scholarly mentoring. In the United States, liberal arts colleges disproportionately produce students who go on to earn PhD's. Duke Kunshan University offers the same kinds of focus on discovery and the co-creation of knowledge as at liberal arts colleges with the added dimension of research centers on site and connections to a major research university in the United States and to Wuhan University in China.

Dual Degrees

Duke Kunshan University students successfully completing the course of study required by Duke Kunshan University and Duke University will be conferred both a Duke Kunshan University graduation certificate and diploma officially approved by the MOE as well as a diploma from Duke University indicating that the degree has been granted in accordance with the requirements of Duke Kunshan University and Duke University (Duke University is accredited by SACSCOC). All students must fulfill the requirements for both the Duke University and the Duke Kunshan University degrees. Students will be alumni of both institutions.

Animating Principles

Duke Kunshan University provides a 21st century liberal arts and sciences education that helps students develop a sense of social responsibility and global citizenship, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

The overarching goals are embedded in the seven animating principles that are expressed throughout the curriculum:

- **Rooted Globalism:** *To cultivate informed and engaged citizens who are knowledgeable about each other's histories, traditions of thought and affiliations; and skilled in navigating among local, national and global identities and commitments.*

- **Collaborative Problem-Solving:** *To instill the habits of collaboration and the ability to synthesize disparate insights in solving complex challenges.*

- **Research and Practice**: *To enhance the ability to forge links between theory and practice in the many-sided and rapidly changing world of human need.*

- **Lucid Communication:** *To develop the ability to communicate effectively, both orally and in writing, and to listen attentively to different viewpoints in coming to mature judgments.*

- **Independence and Creativity:** *To nurture free inquiry, deep reflection and a drive to ask interesting questions and find compelling answers.*

- **Wise Leadership**: *To shape thinkers and doers who possess the moral compass to guide communities and institutions toward a common good and who have the wisdom and technical competence to deal effectively with complexity.*

- **A Purposeful Life:** *To form reflective scholars who test their core beliefs, connect their course of study to big questions of meaning, and who build the capacity for lifelong learning and exploration.*

Part 3: The Curriculum

Overview

The Duke Kunshan University undergraduate curriculum can be described as a "research-inflected liberal arts experience" that builds on the unique DNA of Duke as a major research university but with a strong liberal arts philosophy, structure and orientation. The curriculum does not rely on traditional majors housed in departments, but rather is built on interdisciplinary and disciplinary components in and across three thematic areas: (1) natural and applied sciences, (2) social sciences, and (3) arts and humanities. Flexibility and inter-disciplinarity are hallmarks of this curriculum, along with signature work that enables students to engage scholarship both individually and within a community of learners. This curriculum is designed to be compatible with the quality and depth of a Duke undergraduate degree but is unique and distinct from the current Duke undergraduate experience, which is aligned more with a traditional major's structure.

The curriculum fosters learning communities of students and faculty whose intellectual interactions revolve around two groups: (1) The interdisciplinary community, which spans laterally a variety of disciplines. To the big questions at the core of each interdisciplinary community will be deployed a variety of disciplines, voices, viewpoints and expertise, usually also from a variety of divisions. The deep expertise brought to bear on discussion will be provided by both faculty and advanced students. (2) The disciplinary specialization, which is akin to, or even entirely aligned to, a traditional vertical discipline. From this community comes the training in the methods, knowledge, and skills of a specific discipline. Individual courses that belong to an interdisciplinary community or disciplinary specialization may be taken at various stages of a students' career. But the interdisciplinary community comes first in a students' overall development – it provides a broad intellectual home and is followed by or is in parallel to more specialized work.

The dual structure is also flexible, to accommodate a variety of student goals and outcomes. Some students might choose to pursue a less deep path in the disciplinary specialization while focusing more on developing broad expertise in the questions underlying the interdisciplinary community— and in that case the outcome can be a powerful kind of integrative education for students whose goal is not graduate school or specialized study, which is where a great many careers and life paths lie. This approach allows for a highly integrative, team-based approach to problem solving and knowledge acquisition. For students oriented towards graduate study, the integrative and out-looking approach in the interdisciplinary community broadens and enriches their deeper specialist expertise. Our strong expectation is that a student with deep expertise who also has interacted in a significant, deep way with an interdisciplinary group focused on big questions will be more, not less, appealing to graduate schools or other specialty pursuits. For certain disciplines, students oriented towards graduate school may also need to use some electives, guided independent studies, research, online courses and Study Abroad courses to deepen expertise beyond the number of courses required for the disciplinary specialization.

To ensure that Duke Kunshan University students develop the ability to communicate effectively, guided practice in writing and speaking are built into the fabric of the curriculum. All three Divisional Foundations sequences provide opportunities for students to practice the specialized discourse of their chosen field, while Common Core courses help students learn to communicate

as scholars and professionals to broader audiences. Toward the end of their undergraduate studies, all students take on more advanced writing and speaking challenges as part of their signature work and capstone projects.

Key Components

The Duke Kunshan University undergraduate curriculum emphasizes shared knowledge and experience, integrated learning and deep learning, and flexible pathways. The key components are:

Structures

- **Divisional areas of knowledge** organize the faculty and the curriculum – Natural and Applied Sciences; Social Sciences; and Arts and Humanities – rather than traditional majors or departments.
- **Intensive 7-week terms** enable students to take two in-depth courses with the flexibility to take some courses in 14-week blocks.
- **Fridays** are designed for practica, field trips, internships, co-curricular activities, and civic engagement**.**
- **Mini-term courses** provide a focused exposure to a single topic while enabling students to move outside of their comfort zones. There are no grades for these non-credit courses.
- **Seminars of fewer than 20 students** are the primary mechanism for instruction and the means by which excellence in writing, speaking and listening are nurtured**,** supplemented by courses in English for Academic Purposes.

Core Components

- **Common Core courses** required of all students focus on big questions and critical challenges. Students take one per year for three years**.**
- **Language courses** required in English, Chinese or potentially a third language.
- **Majors that have interdisciplinary and disciplinary components**, with the former serving as the entry point and primary definition of a students' academic community and the latter providing specialized training, as well as **divisional foundation courses** that prepare students for advanced study and **signature work** that focuses on a question, problem or issue and includes independent research, a senior thesis or creative production.
- **Electives** that broaden students' educational experience via simple distributional requirements and additionally enable them either to develop greater specialized knowledge or to further increase the breadth of their study.
- **Experiential learning opportunities** that align the formal curriculum with practica, internships and other hands-on offerings are required.

These components are reflected in specific requirements:

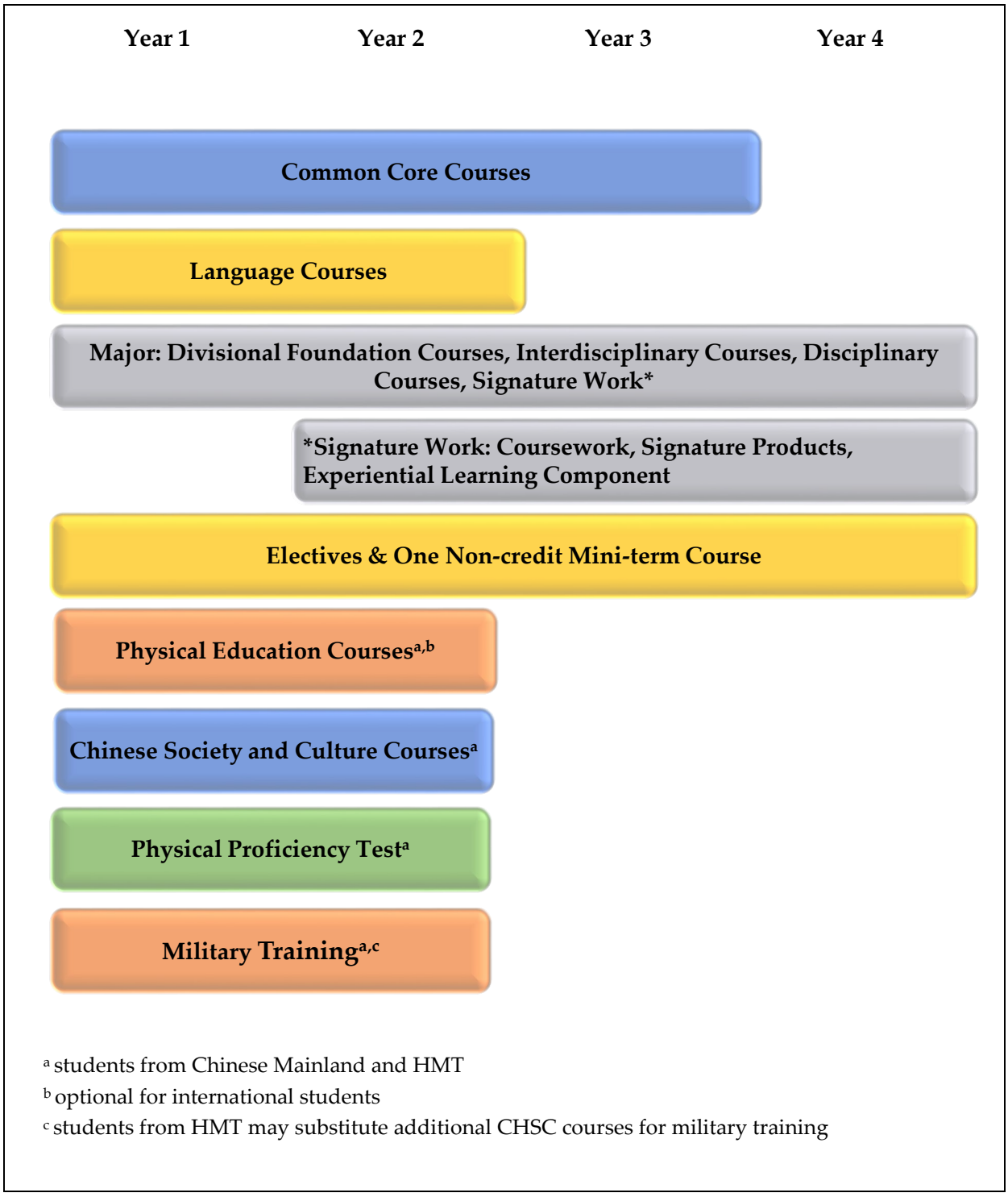
- **General Education**: 3 common core courses (12 credits), 2-4 language courses (8-16 credits) depending on proficiency, 3 electives (12 credits) as distributional requirements, and one Quantitative Reasoning course (4 credits)

- **Major**: 16-19 courses (64 to 76 credits) (foundation, interdisciplinary, disciplinary, and capstone)
- **Electives**: 8-13 courses (32 to 52 credits) depending on division and language proficiency, which include the three electives as distributional requirements and one Quantitative Reasoning course in General Education
- **Other requirements**: 1 non-credit mini-term course and 1 Signature Work project that includes a practice-oriented Experiential Learning component (internships, civic engagement, etc.)

Students who complete Duke Kunshan University's 4-year undergraduate curriculum will receive two degrees, one from Duke University and one from Duke Kunshan University. A total of 136 Duke Kunshan University credits is required for graduation with a Duke Kunshan University bachelor's degree,[1] which is equivalent to 34 Duke University course credits (1 Duke course credit is equivalent to 4 Duke Kunshan University credits). A total of 34 Duke University course credits is required for graduation with a Duke bachelor's degree. More details on the course credit requirement are explained below in the Degree Requirement section.

[1] There are additional MOE requirements for the Chinese mainland and Hong Kong, Macau, Taiwan students to obtain a Duke Kunshan University bachelor's degree. See section on Credits Required for Degrees.

Figure 1. Course Distribution and Graduation Requirements



[a] students from Chinese Mainland and HMT
[b] optional for international students
[c] students from HMT may substitute additional CHSC courses for military training

Degree Requirements

General Education Requirements

Common Core (3 courses, 12 credits)

Common Core courses provide opportunities for students to develop a degree of common knowledge and shared experiences. One dimension of this commonality is a set of core courses that focus on big questions and critical challenges with which every student should be prepared to engage. Engagement will draw from and integrate humanistic and scientific knowledge, including its historical context and cultural traditions of thought about value, the nature of reality, and what it is to be human. Such knowledge is both a means for addressing challenges and a pre-requisite for identifying what our challenges are and how we might address them. Common Core courses also provide regular instruction and guided practice in writing and speaking for non-specialist audiences. Students take these courses one per year, in sequence, so that the common experience and development of communication skills extend across time.

The three common core courses are China in the World (Year 1), Global Challenges in Science, Technology and Health (Year 2), and Ethics, Citizenship and the Examined Life (Year 3). In order to promote the common experience among the same class of students, these three common core courses must be taken during the Fall or Spring term in the designated year of study.

Distribution Requirement (3 courses, 12 credits)

The distributional requirement is intended to broaden students' educational experience and ensure that all graduates have an acquaintance with a broad variety of fields of inquiry and approaches to knowledge. Students are required to take at least one four-credit course[2] in each of the three divisional areas: arts and humanities, natural and applied sciences, and social sciences. Courses that fulfill the distribution requirement are designated by divisional area attributes. The distribution requirement cannot be fulfilled with AP or IPC credits.

1. Courses with two divisional area attributes can be only counted as one area attribute;
2. Courses with both a Quantitative Reasoning (QR) attribute and a divisional area attribute can only be counted as one of these attributes;
3. Transfer credit from Duke or other academic institutions through study abroad or summer programs will need the review and approval from the division chair to fulfil the distributional requirement.

[2] A student may fulfil the distribution requirement in a divisional area by taking two two-credit courses (four credits in total) with that divisional area attribute.

Quantitative Reasoning Course Requirement (1 course, 4 credits)

The Quantitative Reasoning (QR) requirement aims to ensure that all students graduate with critical skills in quantitative analysis and deductive reasoning.

The QR requirement can be fulfilled by taking a course with the Quantitative Reasoning (QR) attribute[3] or by approved transfer credit from study abroad or summer programs for computer science, mathematics, or statistics courses. Transfer credit requires the review and approval from the appropriate division chair to fulfil the distributional requirement. The QR requirement cannot be fulfilled by AP or IPC credits.

Language Courses (2-4 courses, 8-16 credits)

One of Duke Kunshan University's goals is for students to graduate with strong skills in multiple languages, especially English and Chinese. To this end, all students are required to take 8-16 credits of foreign language courses appropriate to their needs.

Duke Kunshan University's medium of instruction is English, so it is imperative that all students have a strong command of English. Further, the ability to produce effective academic papers and presentations in English is especially important. Students whose secondary education was not in English medium schools will generally benefit from instruction in academic English skills, and will therefore be assigned to the English for Academic Purposes (EAP) track at Duke Kunshan University and be required to take two course sequences, EAP 101A and 101B and EAP 102A and 102B. Students can further develop their academic English skills by taking elective EAP courses and/or written and oral communication (WOC) courses.

Students at Duke Kunshan University should also attain a high level in Chinese, not only because Duke Kunshan University is located in China, but also because Chinese is already one of the world's most important global languages. For this reason, students who are not required to be in the EAP track and who do not yet have a strong academic and professional command of Chinese will be assigned to a Chinese as Second Language (CSL) track, and assigned to a course appropriate to their Chinese level based on the results of a Duke Kunshan University placement examination process. All CSL-track students are required to meet two criteria: they must take at least eight credits of Chinese language courses (normally four 2-credit courses), and they must successfully complete CHINESE 202B or a higher level course. That is to say, students who begin their Chinese study in CHINESE 101A are required to take Chinese courses until they complete CHINESE 202B; students who begin studying Chinese in CHINESE 201A or a higher-level course are required to take 8 credits, starting with and including whatever level course they are placed into. After satisfying their foreign language requirement, CSL-track students are encouraged to continue developing their Chinese language skills by taking higher level elective courses in Chinese, and

[3] Courses with more than one attribute can only be counted as one of these attributes.

also by designing and carrying out Chinese learning plans either on their own or with guidance and support from the Writing and Language Studio.

Students who enter Duke Kunshan University with such a strong command of both English and Chinese that they can readily do academic work in both languages - and that no appropriate EAP and CSL courses are offered for them - will not be assigned to either the EAP track or the CSL track. These students can satisfy their foreign language requirement in several ways. One option is to take advanced written and oral communication (WOC) courses. (Because the content of different sections of some WOC courses differ considerably, in some cases students are allowed to take more than one WOC course of the same course number if the course content of the two courses is different.) Another option is to take courses in an additional language.

More information on language placement is in the Entrance Credit and Placement sections of Part 6.

Major Requirements (16-19 courses, 64-76 credits)

Majors **have interdisciplinary and disciplinary components**, with the former serving as the entry point and primary definition of a students' academic community and the latter providing specialized training, as well as divisional foundation courses that prepare students for advanced study and **signature work** that focuses on a question, problem or issue and includes independent research, a senior thesis or creative production.

Requirements for each major include Divisional Foundation Courses, Interdisciplinary Studies Courses, Disciplinary Studies Courses, Signature Work and Experiential Education. The detailed course requirements for each major are listed in Part 10: Majors and Courses.

Students are responsible for meeting the requirements of a major as stated in the bulletin for the year in which they matriculated at DKU;[4] however, they have the option of meeting requirements in the major changed subsequent to the students' matriculation.

Divisional Foundation Courses (2 to 4 courses, 8 to 16 credits, depending on major)

Divisional Foundation courses provide opportunities to develop knowledge and skills essential to advanced work in each division.

Interdisciplinary Studies (4 to 7 courses, 16 to 28 credits, depending on major)

Interdisciplinary courses are characterized by distinct curricular pathways spanning several traditional disciplines. These are broad but defined areas of study that encourage integrative and multidisciplinary habits of inquiry and knowledge acquisition. The interdisciplinary component of a major serves as a primary definition of the student's academic community. It requires 4 to 7 courses and might be problem-focused, comparative and cross-cultural, or innovative fusions

[4] Students in the Class of 2022 should follow the AY 2019-20 Undergraduate Bulletin because some of the courses in the original requirements may no longer exist.

within or across divisions. In the social sciences and the arts and humanities communities, students in their 3rd and/or 4th years will undertake advanced seminars that enable them to integrate their studies from more specialized areas.

Disciplinary Studies (4 to 8 courses, 16 to 32 credits, depending on major)

Students will also develop a disciplinary study, which often will map to the tools and methods of a traditional discipline and further enable students to be competitive for graduate school or other advanced work.

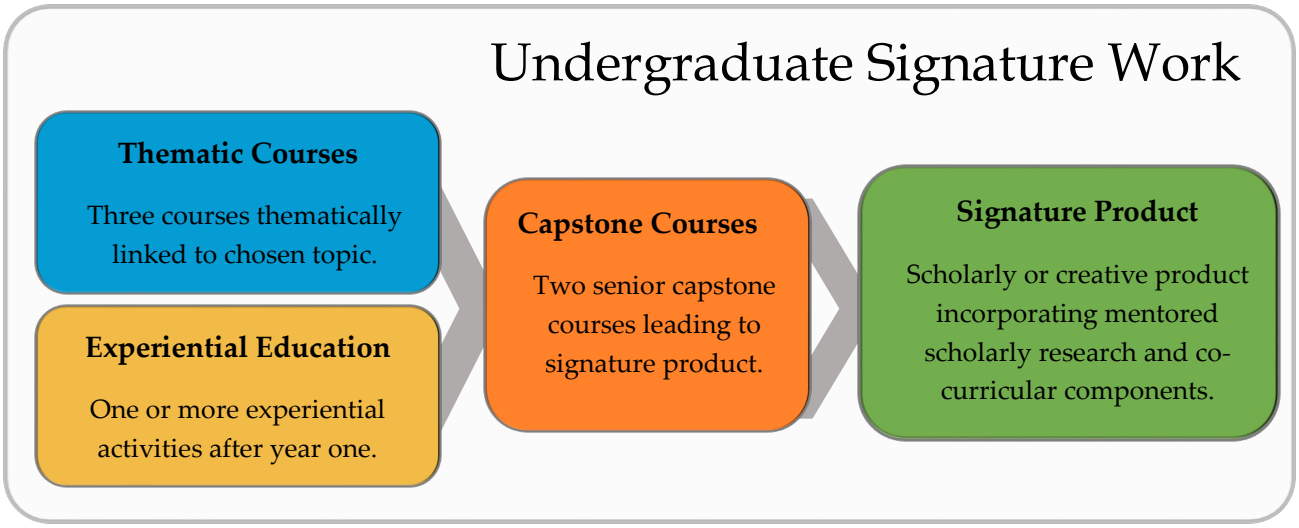
Signature Work and Experiential Education (8 credits and one Experiential Learning activity)

Duke Kunshan University graduates will have experience addressing complex problems outside the classroom as well as within, developing these skills through "Signature Work". Signature Work encourages students to seek creative alignments between curricular pathways and to engage in experiential learning that leads to the creation of knowledge and products for scholarly, private sector and public audiences.

Signature Work calls for each student to identify one or more questions, problems, or issues that are of particular importance to him or herself and to society, and to investigate these through a combination of curricular and related co-curricular experiences. Students develop guided pathways, identify questions, and undertake projects early in their academic career. During the sophomore year students work with their advisors and faculty mentors to begin identifying the major questions, problems, or issues on which they would like to work, and to develop a pathway that includes three thematically linked courses drawn from students' interdisciplinary studies, disciplinary studies or electives, one or more co-curricular or experiential activities, and two capstone courses in which a student creates a substantial scholarly or creative signature product. Experiences derived from the co-curricular experiential learning component should establish, build on, solidify, or enhance academic work aligned with the Signature Work project. These experiences should help DKU undergraduate students prepare for their next steps beyond DKU. Experiential learning activities might include, but are not limited to, internships, practica, laboratory work, creative arts-based project, entrepreneurship-based project, community-based fieldwork or other civic projects.

The Signature Work Project will vary across fields and disciplines, but will always include substantial scholarly writing, reflection on learning, and publicly visible results. A student's Signature Work topic will be identified by the end of the sophomore year, at the latest. In the junior and senior years, a student will create an e-portfolio that captures both the Signature Work Product a student has produced and a narrative explaining the larger inquiry informing their Signature Work Project. Further information is available in the Signature Work Guide.

Figure 2: Undergraduate Signature Work



Credits Required for Degree

Duke Kunshan University adheres to the academic standards upheld by Duke University and the relevant requirements for graduation and degree awarding by the education administration authorities of China. All undergraduate students must meet the requirements of both Duke University and Duke Kunshan University before they can graduate and be awarded a graduation certificate and a bachelor's degree from Duke Kunshan University, as well as a bachelor's degree from Duke University.

A total of 136 Duke Kunshan University credits is required for international students to graduate and obtain the degrees, inclusive of 34 Duke Kunshan University credits earned through courses taught or co-taught by Duke faculty (i.e. 8.5 courses; 1 course credit at Duke is equivalent to 4 Duke Kunshan University credits). The specific Chinese Society and Culture courses required by the Ministry of Education of China for Chinese students are optional for international students. Students should note that the Chinese Society and Culture courses are taught in Chinese and do not count toward the 136 credits for the Duke degree.

A total of 156 (Class of 2022) or 158 (Class of 2023 and beyond) Duke Kunshan University credits is required for Chinese students to graduate and obtain the degrees, including: (1) 136 Duke Kunshan University credits required for graduation with a Duke University bachelor's degree, inclusive of 34 Duke Kunshan University credits earned through courses taught or co-taught by Duke faculty (i.e. 8.5 courses; 1 course credit at Duke is equivalent to 4 Duke Kunshan University credits); and (2) 20 (Class of 2022) or 22 (Class of 2023 and beyond) Duke Kunshan University credits required by the education administration authorities of China. The aforementioned graduation requirements apply to all Chinese students, including those from Hong Kong, Macau, and Taiwan. The detailed explanations are as follows:

Class of 2022:

For students from the Chinese mainland, the credit-bearing requirements specified by the education administration authorities of China are: (1) Chinese Society and Culture courses (16 credits in total); (2) Military training (2 credits); (3) Eight half-credit physical education courses (4 credits in total, 2 of which can count toward the 136 credits for the Duke degree), and passing the physical proficiency test set by Ministry of Education of China. The total required credits is 156, inclusive of the 136 credits required for all students.

Students from Hong Kong, Macau, and Taiwan must meet the same requirements as those from the Chinese mainland. However, they may substitute the military training credits with credits from specific designated Chinese studies courses, or they can voluntarily take military training to get the corresponding credits.

Class of 2023 and Beyond:

For students from the Chinese mainland, the credit-bearing requirements specified by the education administration authorities of China are: (1) Chinese Society and Culture courses (16 credits in total); (2) Military training (4 credits); (3) Eight half-credit physical education courses (4 credits in total, 2 of which can count toward the 136 credits for the Duke degree), and passing the physical proficiency test set by Ministry of Education of China. The total required credits is 158, inclusive of the 136 credits required for all students.

Students from Hong Kong, Macau, and Taiwan must meet the same requirements as those from the Chinese mainland. However, they may substitute the military training credits with credits from specific designated Chinese studies courses, or they can voluntarily take military training to get the corresponding credits.

Course Credits

Course credit at Duke Kunshan University follows the same standard as Duke University in terms of instruction hours and out-of-class study hours. Of the 136 credits required for a Duke University degree, a maximum of 8 credits passed with a D grade (D, D+, D-) can be used toward the 136 credits requirement. The 136 credits may include (1) no more than 2 credits in physical education activity courses (i.e., four half-credit activity courses); (2) no more than eight elected credits taken on a Credit/No Credit grading basis (not including courses offered only on that basis); (3) no more than 40 credits combining any allowable transfer credits including AP/IPC, transfer credits for study abroad, etc.; and (4) no more than Duke Kunshan University equivalent of 24 credits in graduate and professional school courses not listed in the Duke Kunshan University Undergraduate Programs Bulletin. These courses include all courses offered by Duke Kunshan University graduate programs, Duke schools of business, law, divinity, nursing, and all graduate courses numbered 700 and above. These courses are generally not open to undergraduates and require special permission to enroll. For limitations on transfer credit and Advanced Placement credit, see the sections on "Advanced Placement" and "Transfer of Work Taken Elsewhere" in Part 6: "Academic Procedures and Information".

To meet the 136-credit requirement, students need to complete additional elective courses in addition to completing the General Education and Major Requirements. The curriculum is designed to enable a wide range of flexibility for students. Some may elect to use their full range of electives to go wide and broad while others may elect to dive deep into their areas of disciplinary study.

Non-Credit Mini-Term Courses

Mini-term courses are intensive, non-credit, non-graded, one-week short courses. There are two types of mini-term courses:

- Exploratory Courses provide a focused exposure to a single topic while enabling students to move outside of their comfort zones. These courses encourage students to explore their intellectual interests and unfamiliar academic fields and locate their passions by offering short seminar-style courses in a risk-free setting. Exploratory courses are intended for the generalist with minimal or no pre-requisites and could be academically or experientially oriented.
- Signature Work Courses provide structured time for sophomores or juniors to focus on planning or research for their Signature Work project. These courses function as incubators which enable students to develop a better understanding of a particular topic or field and the strategies for narrowing their focus so as to carry out advanced work. Some Signature Work Mini-Terms require pre-requisites.

Mini-Term courses are offered between the two sessions of the spring term. Students in the Class of 2022 are not required to take a mini-term course but may if desired. Students in the Class of 2023 and beyond are required to take one mini-term course in order to fulfill their degree requirement. Students may enroll in additional mini-term courses as space permits. Students can take these courses any time during their four-year study at Duke Kunshan University.

Part 4: Admission, Scholarships and Financial Aid

Principles of Selection

Duke Kunshan University seeks high-caliber, diverse, and talented students with 60-70% of the student population from China, and 30-40% of students from the rest of the world. Like Duke University, academic excellence and accomplishments are important factors for admissions. In line with our own unique institutional identity, we also place a very high value on qualities such as perseverance, global-mindedness, entrepreneurialism and ability to make an impact.

Applicants may be invited to attend an interview either in-person, by phone or via video-conference. Strong candidates from the Chinese mainland as well as Hong Kong, Macau and Taiwan will be invited to Duke Kunshan University for a one-day campus visit including an interview and an English writing test. All interviews are conducted in English.

How to Apply

Duke Kunshan University operates different enrollment streams according to applicants' citizenship.

Application Timelines

International Students:

International students (students who do not hold Chinese citizenship) will need to complete the Common Application and select a decision plan (Early Decision or Regular Decision), which determines the admissions timeline. Students may select only one decision plan and those who have selected Early Decision will not be reconsidered during the Regular Decision cycle if an admissions decision is made during the Early Decision round.

Early Decision (International Students only)

- Application Deadline: November 2
- Decision Notification Date: Mid-December
- Acceptance of Offer: By January 5

Regular Decision (International Students)

- Application Deadline: January 4
- Decision Notification Date: Mid-March
- Acceptance of Offer: By May 1

Chinese Students:

All Chinese students, including students from Hong Kong, Macau and Taiwan, applying to Duke Kunshan University must complete the application in the Slate system, and choose the Regular Decision plan for application.

Regular Decision (Chinese Mainland Students)

- Application Deadline: January 3
- Campus Day: March
- Release of Shortlist: Early April
- Gaokao: Early June
- University Selection in the MOE System: Late June
- Admission & Release of Offer: Early-Mid July

Regular Decision (Hong Kong, Macau, Taiwan & Overseas Chinese Students)

- Application Deadline: January 3
- Campus Day: March
- Release of Shortlist: Early April
- Pre-admission of Taiwan Students with GSAT (General Scholastic Ability Test): Early April
- JEE (Joint Entrance Examination): Mid-May
- University Selection in the MOE System: Mid-June
- Admission & Release of Offer: Early-Mid July

Application Requirements

International Applicants need to submit the following:

- The Common Application form including personal essays
- High School Transcript[5]
- External Exam results or predicted scores, if applicable (e.g. IB, WAEC, GCSE, A-Levels, etc.)
- Two Teacher Recommendation Letters
- Counselor Recommendation Letter
- SAT or ACT exams[6]
- Early Decision Agreement (if applicable)
- OPTIONAL:
    - SAT Subject Tests
    - TOEFL/IELTS or Duolingo for Non-Native English speakers

[5] A final high school transcript will be due upon high school graduation and before enrolling at DKU.

[6] Verified SAT or ACT Scores from the testing center will be due before enrolling at DKU.

Chinese Applicants from the Chinese mainland need to submit the following:

- The Slate Application form including Personal essays
- Mid-term and Final Grades in each term of Senior High School
- A Teacher Recommendation Form
- School Recommendation Form
- Main honors and awards
- TOEFL, IELTS, Duolinguo, or THUSSAT (optional)
- Signed Consent Form
- Gaokao Score (upon completion)

Chinese Applicants from Hong Kong, Macau Taiwan and Overseas need to submit the following:

- The Slate Application form including essays
- Mid-term and Final Grades in each term of Senior High School
- A Teacher Recommendation Form
- TOEFL, IELTS or Duolingo (optional)
- Test Scores
    - Joint Entrance Exam (JEE); or
    - GSAT (Taiwan applicants only)

After a preliminary review, all qualified mainland applicants will be invited to attend one of the Campus Days on weekends in March. On the Campus Day, applicants will be invited to attend a series of activities, including interviews, mock classes and writing assessment.

Scholarships and Financial Aid

To support a globally diverse cohort of students from a variety of backgrounds, Duke Kunshan offers both need-based and merit-based awards up to and including the cost of full-tuition.

All applicants for admission are automatically considered for merit scholarships. A separate application is not required.

When completing the Common or Slate Application, all applicants must indicate a "yes" in the financial aid interest box in order to be considered for need-based financial aid. International applicants must also submit the CSS Profile with their admissions application. The CSS code for Duke Kunshan University is 7059. Financial aid applicants will need to provide documentation to demonstrate that their current financial situation is a direct barrier to affording the tuition fees.

For International students, need-based financial aid is reserved for applicants with a strong academic record yet a demonstrated lack of financial resources to cover tuition payments. Admission decisions are based on the overall assessment of all application materials. However, in order to best support the financial needs of all students who ultimately enroll, Duke Kunshan has

a need-aware admissions process that may place some consideration on an applicant's level of financial need in relation to available space and funds. Admitted international students who did not apply for financial aid during the admissions application phase are ineligible to apply for financial aid for any year of undergraduate study.

Notification and Responses

Typically, applicants will receive the scholarship/financial aid decisions together with the admissions decisions.

Part 5: Financial Information

Tuition and Fees

College is an expensive investment. Fees paid by students do not cover the full cost of an education at the University. The income from endowment and contributions from alumni and other concerned individuals help meet the balance and assure each student the opportunity to pursue an education of unusually high quality.

Students are urged to give their attention first to the selection of institutions that meet their intellectual and personal needs, and then to the devising of a sound plan for meeting the cost of their education. This process will require an in-depth knowledge of both the university's financial aid program and the resources of the student's family. Information describing in detail the various forms of financial aid may be obtained from the Office of International Enrollment Management or the Office of China Enrollment Management.

Estimated Expenses

The figures in this section are projections and are subject to change. Certain basic expenditures, such as tuition and room and board are considered in preparing a student's budget. These necessary expenditures, with a reasonable amount allotted for miscellaneous items, are shown below:

UG 2021-2022 Cost of Attendance for International Students

Figures are in USD	1st Year Students	
	Fall 2021 (Kunshan)	Spring 2022 (Kunshan)
Tuition	$29,043	$29,043
Health Insurance	$1,116	$0.00
Student Fees (Health Fee, Recreation Fee, etc.)	$0.00	$0.00
Books & Supplies	$650.00	$650.00
Residence	$1,433	$1,433
Board	$1,426	$1,426
International Travel	$3,000	$0.00
Miscellaneous/Personal Expenses	$905.00	$905.00
Total Cost of Attendance	**$37,573**	**$33,457**

Note: Assuming the exchange rate is 6.63, the tuition per year is about RMB385,104. The residence charge per term at Duke Kunshan University is RMB9,500 for single room and RMB7,500 for double room.

International Travel includes an estimate of the cost of one roundtrip from an international destination to Shanghai for international students, typical visa costs, and the additional health check and registration costs associated with establishing legal residence in China for non-Chinese students. Students wishing to return to their home countries during breaks in their study before the end of the year should budget additional funds for these trips.

UG 2021-2022 Cost of Attendance for Chinese Students

Figures are in RMB	1st Year Students		
	Fall 2021 (Kunshan)	Spring 2022 (Kunshan)	Summer 2022 (Kunshan) *
Tuition	¥ 85,000	¥ 85,000	-
Social Insurance	¥ 300	-	-
Student Fees (Health Fee, Recreation Fee, etc.)	-	-	-
Books & Supplies	¥ 4,310	¥ 4,310	¥ 200
Residence	¥ 9,500	¥ 9,500	-
Board	¥ 9,450	¥ 9,450	¥ 4,410
Domestic Travel	¥ 1,000	¥ 1,000	-
Miscellaneous/Personal Expenses	¥ 6,000	¥ 6,000	¥ 2,625
Total Cost of Attendance	**¥ 115,560**	**¥ 115,260**	**¥ 7,235**

Note: Domestic Travel includes two return trips (RMB 1,000 each) for PRC students to go back to their hometown during breaks. Textbook fee will be charged based on actual costs.

It should be noted that additional expenses incurred will depend to a large extent upon the tastes and habits of the individual. The average undergraduate student, however, can plan on a budget of approximately $71,029 for international students and ￥230,819 for Chinese students for one academic year (￥238,054 for students who take the Chinese Society and Cultural courses in the summer of 2022). These budgets represent most student living expenses except for cable, telephone, parking, travel costs, loan fees, and major clothing purchases.

Enrollment Deposit

International students are required to pay an enrollment deposit of USD 1,000 if they accept the admissions offer from the University. The deposit is non-refundable, but can then be used to pay tuition and fees.

Campus Deposit

Students shall pay a campus deposit of ￥2,000 (or USD 300) before they arrive on campus. The deposit would be used to pay for any losses and damages caused to university properties and miscellaneous charges such as residence damages, excessive cleaning, refrigerator rental, library

overdue fines, damaged or lost books, replacement processing fees, etc. If the deposit is not sufficient to cover the charges, the student will be responsible for settling all outstanding amounts and replenishing their campus deposit balance to RMB 2,000 (or USD 300) after the payment due date. If the full amount of the campus deposit drops below RMB 2,000 (or USD 300), access to the student residence and library collections may be restricted. The campus deposit will be rolled over from year to year, and the balance will be refunded to the student after their graduation or withdrawal from the university.

Residence Charge

The residence charge for a single room is RMB 9, 500 (equivalent to USD 1,433 for International students) per term; for a double room, the fee is RMB 7,500 (equivalent to USD 1,131 for International students per term). There is no additional Residence charge for students taking the required Chinese courses during the summer.

Health Insurance

International students are required to purchase and enroll in the Health Insurance Plan (including ISOS) from the university. It is optional for Chinese Students to purchase social insurance.

For detailed information about insurance, please click here:

https://dukekunshan.edu.cn/en/campus-life/student-life/pre-arrival-and-orientation/international-student-zone#pre-insu

Fees for Courses

Additional fees may be charged for certain physical education activities, optional study trips, lab work and applied music courses.

Study Away Costs

For the costs of Study Away, please see the section on Study Away in Part 8.

Student Bills

Tuition and fees are due before the start of each term. It is the responsibility of students to pay the entire billed amount by the due date listed on the bill. Students applying for financial aid should complete that process by the assigned due date.

Details of bills are available electronically on the Student Information System, and students will also receive bills via e-mail. Students may view up-to-date student account history on the Student Information System.

Payment

Students who receive the RMB bill should pay in RMB; while students who receive the USD bill should pay in USD. For detail payment instructions, please refer to the student bill.

Service charges are normally assessed by the sending bank. For overseas payment, the intermediary bank might also be involved in completing the wire transfer and charge service fee. Please make

sure you include or pay for the service charge before initiating your wire transfer. Your student account will be credited for the actual amount received (net of fees assessed by both the sending bank and the intermediary bank).

Restriction on Past Due Accounts

Tuition and fees are due before the start of each term. If your account remains unpaid, you will not be allowed to register for future terms and may be administratively withdrawn from the University. As long as your account is past due, you may not have access to academic transcripts, be able to have academic credits certified, or receive a diploma at graduation. If your account remains outstanding after your departure from the University, it may be referred to a collection agency and reported to a credit bureau.

Refund

When students take a leave of absence, withdraw from the University, or are withdrawn by the University, an adjustment to tuition may occur, depending on the date and the reason for the withdrawal or leave of absence.

If the tuition adjustment results in a credit balance, the student or parent may elect to have the balance refunded or carried forward for future terms.

The University Tuition Withdrawal Adjustment policy is compliant with the Jiangsu Education Department's regulations. The tuition withdrawal adjustment is calculated on a term basis as the tuition is charged and will be processed with all other refundable charges.

The tuition withdrawal adjustments for students who take a leave of absence or withdraw from the University shall follow the following guidelines:

Withdraw Date	**Refund % ****
Before classes begin	100%
Weeks 1-2*	80%
Weeks 3-5	60%
Weeks 6-12	50%
After Week 12	0%

*From the class start date, as calculated in the Student Information System.

** The refund percentage here refers to the percentage that will be refunded out of the net tuition for the term in which the student takes a leave of absence or withdraws.

a. For students who cannot pass the physical examination within three months after the program begins, the University will refund full tuition to students.

b. For students who voluntarily withdraw or take a leave of absence from the University, the University will refund according to the above schedule.

c. For students who are suspended, put on involuntary leave of absence, or dismissed from the University due to violation of University policies and regulations, no refund will be granted.

d. For students who are suspended or take a leave of absence from the University due to a medical condition, the University will refund according to the above schedule. The University will not charge the students during the suspension or leave period. Students need to pay for the tuition of the term when they return to the University.

e. Students who voluntarily withdraw or take a leave of absence from the University will received a pro-rated refund of their housing fee, calculated based on the nightly rates.

f. In the event of death, a full tuition refund is granted.

Part 6: Academic Procedures and Information

Academic Integrity

All DKU students are responsible for adhering to the Duke Kunshan University Community Standard (see section on Community Standard, Part 1). Each student admitted to DKU is required to sign the Community Standard before classes begin. The DKU Community Standard stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at DKU. Students affirm their commitment to foster this climate by signing a pledge that includes taking constructive action if they witness or know about behavior they perceive to be inconsistent with the DKU Community Standard, which may include violation of university policies. Students are responsible for maintaining high standards of academic honesty and personal integrity in all matters, including reporting the results of their studies, laboratory work, and research; completing assignments; writing papers; and taking quizzes, tests, and examinations. When confronted with a possible violation of academic integrity, it is important that faculty members deal fairly and consistently with students.

The University's disciplinary process is independent of, and in addition to, an instructor's decision on how to grade academically dishonest work. Instructors are expected to communicate with students their policy regarding grading of an academically dishonest assignment (e.g., zero on the assignment, reduced/failing grade for the course, or other approach). An instructor may only implement this penalty if the student has accepted responsibility for academic dishonesty (by accepting the penalty) or has been found responsible for such through the proceedings of the Undergraduate Academic Review Board (UARB).

Any case reviewed by the UARB shall be kept strictly confidential and only those parties involved in investigating and resolving the case should know the details of the case and its resolution.

Violations of academic integrity that occur while the student is residing at Duke University or other institution (for example, during a study-abroad program) will be handled by the host institution according to the host institution's policies, although DKU reserves the option to investigate the case and impose additional penalties if such action is deemed warranted. In the event a DKU student is suspected of an academic integrity violation at Duke University, DKU may share information regarding previous academic integrity violations that occurred at DKU. Duke University, at its discretion, may use this information in the resolution of disciplinary proceedings.

Academic Integrity: Undergraduate Program Policies

Members of the faculty teaching undergraduates are expected to consult with the Dean of Undergraduate Studies regarding cases of possible academic misconduct. Minor, first-time infractions (those that would not be grounds for suspension or more severe censure if proven true) may be resolved between the faculty member and the student. The faculty member should submit a written record of the violation and how it was resolved using the Faculty-Student Resolution Form to the Dean of Undergraduate Studies or designee, who maintains a record and determines

if there have been previous violations. If the student is dissatisfied with the resolution, he or she may appeal to the Dean of Undergraduate Studies or designee. Cases that are more serious, second-time offenses or student appeals must be handled more formally through the Undergraduate Academic Review Board (UARB).

Entrance Credit and Placement

Duke Kunshan University recognizes three types of college-level work you may have completed prior to matriculation at Duke Kunshan University:

- Advanced Placement Credit (AP)
- International Placement Credit (IPC)
- Prematriculation College Credit

Scores on the tests listed below, documented previous educational experience, and DKU placement tests are the criteria that can be used to determine a student's qualifications for certain advanced courses. In addition, a limited amount of elective course credit may be awarded on the basis of precollege examination and/or credits earned of the three types listed above. Duke Kunshan University will record on students' permanent Duke Kunshan University records courses of these three types completed prior to their matriculation at Duke Kunshan University. The three types of precollege work are regarded as equivalent and may be used for placement into higher-level coursework and to satisfy major requirements at Duke Kunshan University to the extent allowed by each major. Additionally, students may be granted up to 8 elective credits toward the degree requirement of 136 credits for any combination of AP, IPC or prematriculation credit. AP, IPC and prematriculation credits may not be used to satisfy the quantitative reasoning requirement or any other general education requirements. Enrollment in a course for which AP, IPC or prematriculation credit has been given will cause the AP, IPC or prematriculation credit to be forfeited.

All AP, IPC and prematriculation credits that Duke Kunshan University recognizes, along with the equivalent course, will appear on the DKU transcript. The University does not recognize any AP or IPC exams that are taken after a student begins at DKU nor does it recognize equivalent exams granting degree credit (CLEP, locally administered placement tests, etc.).

Forfeiture of Precollege Credit Awarded

Students who successfully complete a course at Duke Kunshan University for which they received precollege credit may not use that precollege credit or any higher precollege credit in that subject to satisfy degree requirements, but the precollege work will remain on the Duke Kunshan University transcript. A student who enrolls in a course for which precollege credit was awarded and who subsequently fails or withdraws from the course after the Drop/Add deadline will be allowed to apply the pre-college credit toward graduation requirements according to the policy governing use of such credits (see above).

College Board Advanced Placement Program (AP) Examinations

Duke Kunshan University recognizes the Advanced Placement program of the College Board. A score of four or five on College Board Advanced Placement Program Examinations, taken prior to matriculation at Duke Kunshan, is the basis for consideration of placement in advanced courses. Approval of the faculty and the corresponding division chair or the Director of the LCC is required before final placement is made. Scores must be submitted directly from the appropriate testing service to the Office of the University Registrar.

International Placement Credit (IPC)

Duke Kunshan University recognizes the International Baccalaureate Program; the French Baccalaureate; the British, Hong Kong, or Singapore A Level Examinations; the Cambridge pre-U; the Caribbean Advance Proficiency Examination; the German Abitur; the Swiss Federal Maturity Certificate; the All India Senior School Certificate Examination; the Indian School Certificate examination; and the Israeli Matriculation Certificate. Scores acceptable for consideration are determined by the faculty and evaluated by the Office of the Registrar. Course equivalents for these programs may be recorded on a student's permanent Duke Kunshan University record for placement and credit according to the same policy governing use of AP (see above). These credits may be used to satisfy the quantitative reasoning requirement but not other general education requirements; any combination of two IPC or AP courses may be used toward the required 136 credits for graduation.

Prematriculation Credit

First-year Duke Kunshan students may submit for evaluation college courses taken at another accredited college or university after commencement of the student's junior year of high school. (For details concerning transferring this work, see the section "Work Taken During High School.") Prematriculation credits awarded for such work may be used as electives and, thus, may not be used to satisfy the general education requirements. Any combination of eight prematriculation, IPC, or AP credits may be used toward the 136 credits required for graduation (credits do not have to be designated by the student). No prematriculation credit will be awarded for college coursework completed on a study abroad program undertaken prior to matriculation at Duke Kunshan.

For any of the above three types of college-level work, students are expected to submit their scores and/or any other required documents during their first term on campus. After the first term, no entrance credits will be accepted.

Placement in Languages

Entering students who attended Chinese high schools where English is normally not the medium of instruction will typically be assigned to the English for Academic Purposes (EAP) track. The written and oral English skills of EAP track applicants will be assessed during the application

process, and applicants will need to demonstrate strong written and oral English skills in order to be admitted to Duke Kunshan University.

In cases where students assigned to the EAP track feel they should be assigned to another track, they may make a request in writing to the Director of the Language and Culture Center. Standardized test scores such as TOEFL, IELTS, SAT, and ACT can be included as supporting evidence in the request. However, the key question is whether or not students have had substantial training in academic English, especially training in writing papers in English, and so the request should provide evidence of such training. (Passing scores on tests such as TOEFL and IELTS are not, in and of themselves, sufficient evidence of adequate academic English skills such as the ability to write course papers in English, give effective presentations in English, and so forth.)

Entering International students who attended high schools where English was the medium of instruction will normally be assigned to the Chinese as a Second Language (CSL) track. During orientation at Duke Kunshan University, the Chinese skills of CSL track students will be assessed through a placement process that includes an interview, and they will be assigned to appropriate Chinese courses based on the results. In cases where students assigned to the CSL track feel they should be assigned to another track, they may make a request in writing to the Director of the Language and Culture Center.

CSL-track students who are placed above CHIN 402 normally satisfy their language requirement by taking eight credits of advanced Chinese course electives above the CHIN 402 level.

International students who demonstrate that they already have a full academic/professional command of Chinese can fulfill their language requirement by taking eight credits of a combination of the following kinds of courses:

- Advanced Chinese courses covering areas where there is still room for improvement (e.g. Classical Chinese);
- Additional languages (e.g. French, Japanese);
- Advanced written and oral communication (WOC) courses.

Other Placement Tests

Duke Kunshan University may offer additional placement tests in selected subjects for incoming students. Such tests will generally be offered during orientation, although some might be available online during the summer preceding matriculation. Students may be allowed to register for designated advanced courses based upon their scores on these tests. However, placement test results do not carry any academic credit. Placement tests give placement based on formal coursework taken prior to matriculation at Duke Kunshan and may not be taken by upper class students.

Transfer of Work Taken Elsewhere

A Duke Kunshan University student may receive credit for a maximum of 40 credits taken elsewhere, through a combination of AP/IPC credit or approved transfer or study away credit. Of

those 40 credits, a maximum of 8 may be from AP/IPC/prematriculation credits (see section on Entrance Credit and Placement) prior to matriculation, and a maximum of 8 may be from coursework undertaken while on voluntary leave of absence for personal or medical reasons. No credit will be accepted for coursework taken while a Duke Kunshan University student is withdrawn, suspended, or on involuntary leave of absence.

Work Taken During High School

College-level courses taken elsewhere prior to matriculation at Duke Kunshan may be considered for prematriculation credit provided they meet each of the following criteria: were taken after the commencement of the junior year of high school and yielded a grade of B- or better, not used to meet high school diploma requirements, taken on the college campus, taken in competition with degree candidates of the college, taught by a regular member of the college faculty, offered as part of the regular curriculum of the college, and not taken on a study abroad program completed prior to matriculation at Duke Kunshan. Formal review of courses meeting these criteria will proceed after an official transcript of all college courses taken and documentation pertaining to these criteria are received by the university registrar. (See also the section on entrance credit in this chapter for a discussion of the number of prematriculation credits that can transfer and how they may be used at Duke Kunshan.)

Work Taken After Matriculation at Duke Kunshan University

All coursework undertaken after matriculation as a full-time degree-seeking student at Duke Kunshan University must be at another accredited four-year institution in the United States or similarly accredited institution abroad and with a liberal arts and general education curriculum.

Duke Kunshan University students may study away for a fall or spring term and/or during the summer, either at Duke University or on a Duke Kunshan University-approved program sponsored by another university. In no instance may a student transfer more than 40 credits when combining study abroad, the allowable number of independent transfer courses, and AP/IPC credit. Courses taken at other institutions could count toward the major if approved by the relevant academic unit. However, specific majors may place limits on the types of courses taken at Duke or other universities that can be counted toward the major.

For courses taken at Duke University: All grades earned at Duke University are entered on the official record at Duke Kunshan University and are used in determining the grade point average. Courses taken at Duke University with CR/NC grading or the equivalent are accepted for transfer credit (See more information in the section on Credit/No Credit (CR/NC) Grading System).

For courses taken at universities other than Duke University: Only those courses taken in which grades of C- or better have been earned are acceptable for transfer credit; courses taken at other institutions with CR/NC grading or the equivalent are not accepted for transfer credit. All other courses approved for transfer are listed on the student's permanent record at Duke Kunshan University, but grades earned are not recorded or used in determining the grade point average.

Credit transfer is awarded by the Office of the Registrar, based upon recommendation of the faculty and outcome of the Host-DKU Credit Transfer Approval review process coordinated through the Office of Global Education. Courses may be determined to be: approved as fully equivalent to a DKU course; approved to fulfill a thematic area major requirement at DKU; approved as a general elective; or, denied eligibility for credit transfer. Courses approved for credit transfer at Duke Kunshan University may be given a 100 to 300 number, lower to upper level. Once the limit of transferred credit has been reached, no additional transferred work will be displayed on the record or used as a substitute for a previously transferred course. Further information is available from the Office of Global Education.

Approval forms for Duke Kunshan University students taking courses at institutions other than Duke Kunshan University and Duke University may be obtained online or from the Office of Global Education. Students wishing to transfer credit for study at another accredited college or university while on leave, on a DKU-approved study abroad program, or during the summer must complete and receive approval through published credit-transfer review processes. No credit will be accepted for coursework taken while a Duke Kunshan University student is withdrawn, suspended, or on involuntary leave of absence.

Transfer Credit for Foreign Language

The same rules that apply to the transferring of courses to meet other curriculum requirements apply to foreign language courses. Foreign language courses taken elsewhere and approved for transfer as credit to Duke Kunshan University may be considered in language placement, but students will still be asked to go through Duke Kunshan University's Chinese language placement process in order to ensure that they are placed into the most appropriate Duke Kunshan University course for their proficiency level.

Time Limit for Completing Undergraduate Degree

Undergraduates at Duke Kunshan University are expected to complete the bachelor's degree in eight terms of enrollment. This period may be extended with approval from the Office of Undergraduate Studies for legitimate reasons, but the maximum length should not exceed six years, including the time taken for leave of absence. For students who are taking a leave of absence for military service reasons, the maximum length could be further extended by two years.

Registration

Students are expected to register at specified times for each successive term. Prior to registration each student receives instructions via e-mail. Students prepare a course plan via the Student Information System, and should discuss it at an appointed time with their academic advisor prior to registration.

Those students who have not paid any fees owed to or fines imposed by the university (such as student residence fines, library fines, and other possible fines) by the date specified for registration for the following term will not be permitted to register for the following term until such fees and fines have been paid in full, notwithstanding the fact that the student may have paid in full the tuition for the following term. Students who, for any reason, fail to register for the fall or spring term are placed on involuntary administrative leave of absence and must apply for reinstatement if they wish to return. The deadlines to file return applications, including all required supporting materials, are 5:00 p.m. May 1 (BJT) for Fall or Summer Term and 5:00 p.m. October 15 (BJT) for Spring Term. Late or incomplete applications will not be accepted.

Course Changes after Classes Begin in the Fall and Spring Terms (Class Drop/Add)

Students may drop and add courses during the Drop/Add period at their own discretion. Courses dropped during this period do not appear on the official Duke Kunshan transcript. After the Drop/Add period, no course may be added; also, a course may not be changed to or from the audit basis. A student may elect to change the grading basis to Credit/No Credit following the deadlines outlined in the section on Credit/No Credit Grading System.

Withdrawal from a Course

Withdrawing from a course differs from dropping a course. Students drop the course themselves during the Drop/Add period, and the course does not appear on their official transcript. To withdraw from a course after the Drop/Add period, the student must obtain permission from his or her academic advisor. After the Drop/Add period, students permitted to withdraw from a course receive a designation of W for that course on their academic record. The deadline for requesting withdrawal from a course in a fall/spring term is four weeks prior to the last day of classes for fourteen-week courses and two weeks prior to the last day of classes for seven-week courses. The deadline applies to course withdrawals for any reason other than medical. Coursework discontinued without the advisor's permission will result in a grade of F.

Withdrawing from a course is permitted in multiple fall/spring terms, as long as a student maintains a course load of at least 16 credits. Withdrawing from a course to an underload (fewer than 16 credits) is generally permitted only once in a fall or spring term. However, a student may begin another term in an underload with certain restrictions (see below). A student may also be permitted to withdraw to an underload more than once if there are significant medical reasons (see below). Students are cautioned that taking an underload may result in a delayed graduation date. (See section on Satisfactory Performance Each Term (Term Credit Requirements).)

If a student notes errors in his/her course schedule, he/she should immediately consult with his/her advisor during the one-week schedule correction period that occurs immediately after Drop/Add ends.

Course Changes for the Summer Terms

Summer Terms are structured for first-year Chinese students to take courses to meet the MOE requirements. First-year students who wish to delay taking the required Chinese courses must submit a petition form to the Office of the Registrar. The deadline for withdrawal from a course will be two weeks prior to the last day of classes for summer term courses. All course changes need to be approved by the student's academic advisor and processed by the Office of the Registrar.

Undergraduate Course Load

Students are reminded that it is their responsibility to be certain that their course load conforms with academic requirements. In fall and spring terms, the normal course load is 16-20 credits (8-10 credits in each 7-week session). In addition, students may enroll in up to one credit of PE courses without special permission from their advisor. In the first 7-week session of their first term, first-year students are restricted to a maximum of 8 credits (one four-credit course, one two-credit language course, and one additional two-credit course), plus one PE course. The maximum number of credits a student can take in any subsequent 7-week session without special permission is 10 (two 4-credit courses and one 2-credit course) plus one PE course. Students should note that in order to reach the 136 credits required for graduation, they will need 8 additional credits beyond the minimum course load of 16 credits per term for eight terms. These additional credits can be earned by any combination of terms in which a student registers for greater than the 16-credit minimum, AP and IPC credits, or transfer credits. Students who enroll in or withdraw to an underload, earn a failing grade (F or NC), or repeat a course in any term should work with their academic advisor to develop a plan to make up credits in order to avoid a delayed graduation date.

Students studying abroad at other institutions may be subject to that institution's policies.

Students on Academic Probation

Students on academic probation may register for no more than 16 credits plus one PE course during the term of probation. The Dean of Undergraduate Studies may also limit the course load for a student who has previously received an academic warning. Students on academic probation are expected to remain in a full course load during the term of probation and will be permitted to withdraw to an underload only in extenuating circumstances.

Overload

Only in exceptional cases and with special permission of both the academic advisor and the Dean of Undergraduate Studies or designee, could a student enroll in an overload (defined as more than 10 credits in a 7-week session or more than 20 credits in a term, exclusive of PE), up to a maximum of 24 credits. In determining whether to approve an overload, the academic advisor and the Dean of Undergraduate Studies will carefully consider the student's academic history, including grades and the number of courses taken in the past. Students should not count on an overload later to compensate for a previous underload.

Underload

Two categories of underloads (defined as a course load between 12 and 15 credits, exclusive of PE credits) may be authorized: withdrawal to underload and enrollment to underload. With the exception of medical, the maximum number of underloads under any circumstances (withdrawal or enrollment to an underload) is two terms. Students may make a request to their advisors to enroll in an underload up to twice during their time at Duke Kunshan University. A student may withdraw to an underload only once during their undergraduate career, although medical withdrawals are not counted in this number. Thus, there are only two possible enrollment patterns involving two underloads:

- One withdrawal to an underload plus one enrollment in an underload, or
- Two enrollments in an underload

Students should take note that an underload may affect a student's scholarship or ability to graduate on time; 8 additional credits above the minimum of 16 per term are needed in order to meet the 136 credits requirement for graduation. Students should not count on an overload later to compensate for a previous underload. Students taking an underload will be ineligible for the Dean's list and the Dean's List with Distinction during that term. Each term, the Office of the Registrar will review all students with an enrollment under 16 credits. Students in an unauthorized underload may be placed on involuntary administrative leave of absence and have to apply for reinstatement if they wish to return. (See section on Leave of Absence.)

Seniors needing only 3 courses to graduate may request an underload for their last. Seniors who anticipate that they will need fewer than 3 courses to graduate must apply before the first day of classes in the last term for part-time degree status (11 or fewer credits, exclusive of PE), which is not affected by or a part of the underload enrollment policy described here.

Withdrawal to an Underload

During the term, upon recommendation from the academic advisor, the Dean of Undergraduate Studies may permit a student "for compelling reasons" to withdraw from a normal course load to an underload. Such a withdrawal to an underload is possible only prior to the final four weeks of classes for 14-week long courses and the final two weeks of classes for 7-week long courses. Students are permitted to withdraw to an underload only once in their academic career. The only exception to this policy is when a student is granted special permission to withdraw from a course to an underload for medical reasons (See Medical Withdrawal from a Course)

Withdrawal from a course in the summer is not subject to the underload policy.

Medical Withdrawal from a Course

A student who experiences medical problems that seriously interfere with their ability to meet their academic responsibilities should schedule an appointment with their advisor as soon as possible to discuss all of their options. Depending on how debilitating the medical situation is, and when in

the term the health concerns emerge, it may be the case that other types of relief, such as an incomplete or a medical leave of absence, are more appropriate than medical withdrawal from a course.

The decision whether to approve a course withdrawal for medical reasons is an administrative one to be made by the Dean of Undergraduate Studies or designee, informed by the opinion of the student's attending health care provider but not driven by it. Beyond information provided by the health care professional, the Dean of designee will take into account all that is known about the student's situation at Duke Kunshan, including such factors as medical history, use of resources in the past, compliance with medical expectations, how the student has conducted their academic responsibilities in courses to date, and other such indicators that the student has been managing their condition and academic affairs in responsible ways.

Medical course withdrawals are subject to the same deadline as all other course withdrawals. Likewise, such courses receive a designation of W on the student's academic record. Students deemed eligible to take a medical Leave of Absence (See Leave of Absence) after the regular course withdrawal deadline will have the option, upon obtaining the appropriate approvals from the instructor, to choose to receive the grade of I in one or more courses instead of the W grade. The student may then complete the course as described in the section on Incomplete Coursework.

Enrollment in an Underload

Under certain specific circumstances, students with a strong academic record may start a term enrolled in an underload of between 12 and 15 credits (exclusive of PE). This is permitted a maximum of two times in a student's academic career and requires approval of both the academic advisor and the Dean of Undergraduate Studies. To enroll in an underload, a student must meet the following minimum criteria for eligibility:

- Have a declared major
- Have a GPA of at least 3.0 and not be on academic probation
- Be enrolled on campus at Duke Kunshan – enrolling in an underload is not permitted when you are studying abroad or otherwise away from Duke Kunshan
- For a first underload term: have already passed at least 64 credits
- For a second underload term, have passed at least 84 credits prior to the 6th term or 104 credits prior to the 7th term, or 124 prior to the 8th term (including AP, IPC, and transfer credits

When considering whether to enroll in an underload, students should note that they:

- will be ineligible for the Dean's list and the Dean's List with Distinction during that term;
- may not withdraw from a course during the underload term;
- must pass at least 12 course credits in order to meet term continuation requirements; and
- may need to make up credits (e.g., in summer or in future terms) to stay on track for graduation.

Students should also consider whether enrollment in an underload might affect their:

- scholarship or financial aid – check the conditions of your award;

- subsequent application to graduate or professional school – consult a graduate or professional school advisor.

Eligibility for Courses

Students are responsible for ensuring that they have the stated prerequisites for a course. Students must check the course description to determine if they have taken the necessary prerequisites before enrolling in the course. As pre-requisites may get revised periodically, the most up-to-date information about course eligibility is provided in DKU Hub. Students may direct additional questions about course sequencing to their advisors, the Office of Undergraduate Advising, or the appropriate major coordinator.

In certain subjects, such as the sciences, mathematics, and the foreign languages (particularly at the introductory and intermediate levels), some lower level courses must be taken in sequence because the content presented at one level is necessary for successful work at the next level. Given this circumstance, it follows that students who complete a higher level course in a sequence may not subsequently enroll in a lower one that is a prerequisite for the higher course in that sequence. For example, a student cannot take Chinese 101 after having successfully completed Chinese 102. Students earning a C- or below in a course that is a prerequisite for another course should consult with their academic advisor and/or the course instructor before enrolling in the subsequent course in the sequence.

Students may not register for two courses officially listed as meeting at the same time.

First-year students may only enroll in 300- to 400-level courses with instructor consent. Juniors and seniors may enroll in 500- to 600-level (graduate-level, open to advanced undergraduates) courses. Sophomores wishing to enroll in a 500- to 600-level course must secure permission of the instructor of the course and of their advisors. Undergraduates are normally not allowed to enroll in 700- to 900-level courses. Under exceptional circumstances, however, permission to do so may be granted to a junior or senior, provided the instructor, the Director of Graduate Studies in the corresponding program and their advisors give their signed permission. Seniors who, at the beginning of the final term, lack no more than 12 credits toward the fulfillment of the requirements for the bachelor's degree may enroll in graduate courses, for a maximum course load of 20 credits.

Course Repeat

Students are permitted to repeat courses they've taken at Duke Kunshan University in which they have received a grade of C- or below. A course may be repeated only at Duke Kunshan University, although in rare cases and only by petition to the Dean of Undergraduate Studies or designee, a student might be permitted to repeat a Duke Kunshan course at Duke University or repeat a Duke University course at Duke Kunshan University. Such requests will only be considered if there is an equivalent course offered at both universities.

Students who failed a course need permission from their academic advisor before registering for the same course a second time. Students who received a passing grade (C-, D+, D, D-) for a course

but who wish to repeat it to improve that grade and their GPA may do so only with permission from both their academic advisor and the Dean of Undergraduate Studies or designee. A student may NOT repeat a course for which the grade of record is CR, regardless of what the original grade was. The student should appeal in writing to their academic advisor, who will make a recommendation to the Dean of Undergraduate Studies, whose decision is final.

The grade earned in the repeated course as well as the grade earned originally appear on the transcript, the former identified as a repeat; both grades count in the grade point average, but the credit for only one counts toward the required number of courses for term credit requirements and the 136 credits required for graduation. A student may not use a CR/NC option on a course being taken for a second (or more) time. (See section on Credit/No Credit (CR/NC) Grading System.)

A student may not repeat a course after having passed another course for which the original course is a specific prerequisite. Except in the rare case of a successful petition to repeat a DKU course at Duke or a Duke course at DKU, a student may not substitute a different course or a course taken at another institution for a repeat of a course taken at Duke Kunshan University. If a student repeats a course at another institution, the credits will not transfer; the previous DKU grade will not change and will remain in the student's GPA calculation. A course taken at another institution with a grade of C- or above and not transferred to Duke Kunshan University may not be repeated at Duke Kunshan University. If it is determined such a course has been taken elsewhere and repeated at Duke Kunshan University, the Duke Kunshan University course will be removed from the academic record. A course previously passed at another educational institution, however, may be audited at Duke Kunshan University.

If the student wishes to repeat a course for a second time, that individual must submit an appeal in writing to their assigned academic advisor explaining the purpose of repeating the course and outlining a plan of study, including a plan to seek help from either the professor and/or the Academic Resource Center to demonstrate intention to improve their chance of passing the course. The advisor will make a recommendation to the Dean of Undergraduate Studies or designee, whose decision whether or not to grant permission is final. The course will count only once towards the 136 credits required for graduation and for fulfillment of term credit requirements.

Certain courses as designated in the course description (such as Research Independent Study, certain WOC courses, and applied music courses) may be repeated for credit without special permission.

Course Audit

With the written consent of the instructor and permission of the academic advisor, a full-time degree student is allowed to audit one or more courses in addition to the normal program. An audited course counts as part of the course load (see section on Undergraduate Course Load). Students who audit a course submit no daily work and take no examinations, but are expected to attend class sessions. They do not receive credit for the course, but the audited course will appear on the transcript. Students must register for audited courses by submitting a signed course audit form to the Office of the University Registrar. The prohibition against registering for two courses

meeting at the same time applies. After the Drop/Add period in any term, no student classified as an auditor in a particular course may take the course for credit, and no student taking a course for credit may be reclassified as an auditor. Physical education activity, studio art, applied music, and dance technique/performance courses may not be audited. A student may not repeat for credit any course previously audited. Undergraduates who have been dismissed, suspended, or placed on leave of absence may not audit or enroll in a course for credit at Duke Kunshan University.

Two-Credit Writing Courses

First-year students are encouraged to take a 2-credit writing course (W) during their first session at DKU. The primary goal of the 2-credit writing courses is to give students a chance to practice and develop their writing skills (e.g. stating positions clearly, explaining ideas well, supporting arguments) through studying and then writing about an interesting topic. Writing assignments include any kind of expository writing that fits the subject matter of the course (e.g. position papers, argument papers, policy briefs, critiques, summaries, reports, editorials, literature reviews). These courses will require weekly writing assignments and student writing will be the main factor in the course grade. Students will also learn citation practices and how to find and evaluate references for their writing.

Independent Studies

Independent study enables a student to pursue for course credit individual interests under the supervision of a faculty member. Independent study is of two types: Independent Study (non-research) and Research Independent Study. Both require approval of the instructor involved as well as the advisors and the appropriate division chair or Director of the Language and Culture Center; student-faculty meetings at least once a week for a 7-week course or once every two weeks for a 14-week course; completion of a final product during the term for which a student is registered for the course; and evaluation by the instructor of the work, including the final product, associated with the independent study.

Courses entitled Independent Study or INDSTU are individual non-research directed study in a field of special interest on a previously approved topic taken under the supervision of a faculty member and resulting in an academic and/or artistic product. Courses entitled Research Independent Study or RINDSTU are individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Research Independent Study courses may be repeated for credit. Students may not do a Research Independent Study related to their Signature Work topic in the same term in which they are registered for a capstone course.

Submission of Term Paper

Students who wish (under unusual circumstances) to submit a single paper for credit in more than one course must receive prior written permission from each course instructor. The student must indicate the multiple submission on the title page of the paper.

Declaration of Major

All undergraduate students enter Duke Kunshan University without a major and are assigned an academic advisor. When preparing to declare a major in the sophomore year, students work with their advisors, and potentially others who have advised them, to develop a long-range academic plan. This plan lays out the courses they anticipate taking in their remaining terms and is reviewed by their advisor to confirm that it will meet established requirements for graduation. Although students may declare a major as early as the beginning of fall term of the sophomore year, all students must secure formal approval of their long-range plans and declare a major no later than the last teaching day of the first seven-week session in their fourth term. Until then, students should be exploring different options of majors to ensure that they are making the best choice for themselves. Students who do not declare their major may be prevented from registering for classes for their fifth undergraduate term and from participating in a term or study abroad program.

Students who have declared a major and wish to change it may do so by submitting a form to the Office of the University Registrar. No changes in majors can be made after the end of the Drop/Add period of the first session of the spring term in the senior year. Students receive three confirmations of their graduation: a Duke University diploma (issued by Duke University), a Duke Kunshan University diploma (from the Ministry of Education of the PRC), and a Duke Kunshan University graduation certificate (from the Ministry of Education of the PRC).

Class Attendance and Missed Work

Responsibility for class attendance rests with individual students, and since regular and punctual class attendance is expected, students must accept the consequences of failure to attend. Instructors who are concerned about a student's attendance should first reach out to the student. If in their opinion, the student absence is excessive, instructors may contact the student's academic advisor and/or the Office of Undergraduate Advising.

Missed work associated with absence from class is accommodated in two circumstances: 1) illness or other extraordinary personal circumstance, and 2) religious observance. Missed work associated with any other absence is not covered by this policy. In courses where a defined number of absences is permitted, students should make judicious use of them and save them for unavoidable circumstances. Students are encouraged to discuss any absence, planned or unexpected, with their instructor to determine whether accommodation is possible. The nature of the accommodation, if any, is to be determined by the faculty member in accordance with their attendance policy as outlined in the course syllabus. It should be noted that personal travel arrangements, including before or after school breaks, are not an excuse for missed work or class absences; students are

advised to consult the syllabus when making such arrangements to avoid missing class or graded work.

If a student will miss 2 or more consecutive instructional days due to illness, s/he should obtain official documentation from either Campus Health Services/Counseling and Psychological Services or from an external health care provider. The Campus Health Services/Counseling and Psychological Services will work with the Dean of Undergraduate Studies or designee to coordinate with the student's instructors and academic advisor to support the student. Absences of a single day or less due to illness are generally handled directly between the student and faculty.

Class Scheduling

Class times are officially scheduled at registration unless designated "to be arranged" (TBA). After registration begins, no class time may be changed without prior permission of the Registrar's Office. Within-class tests (except for the final exam) are to be given during the regular class meeting times.

Incomplete Coursework and Excused Absence from Final Exam

If, because of illness, emergency, or circumstances outside a student's reasonable control, a student cannot complete work for a course or cannot attend the final examination, the student may request in writing to the instructor the assignment of an I (incomplete) for the course. The student is expected to also discuss the I grade with their academic advisor. An incomplete grade will not be authorized if the student has a history of excessive absences or failure to complete coursework in a timely fashion in the course in question. If the request for an incomplete (I) grade is approved by the instructor in the course, then the student must satisfactorily complete the work by the last class day of the fifth week of the subsequent seven-week session except when an earlier deadline has been established by the instructor. An earlier deadline will be established when there is a question of the student's ability to clear their academic probation and meet term continuation requirements, or the professor decides an earlier deadline date is appropriate. An I assigned in the second session of fall or spring must be resolved in the first session of the succeeding spring or fall term, respectively. An I assigned in the summer must be resolved in the succeeding fall term. If the I is not completed by the deadline, it will convert to an F and be reported to the Office of the Registrar. A student who is not enrolled in the university, including a student who experiences a voluntary or involuntary separation, withdrawal, or leave of absence from Duke Kunshan University in the session following receipt of an I, or who is studying away during the session following receipt of an I must still clear the I by the designated deadline. Students may not complete work in a course after graduation.

Once recorded, a notation of the I will remain permanently on the student's record, even after the final grade is assigned for the course. In addition, an I cancels eligibility for Dean's List and Dean's List with Distinction in the semester in which the I grade was issued.

For purposes of determining satisfactory progress each term and toward graduation, incomplete work in a course indicated by a grade of I is not presumed to be satisfactory performance in that course. Because a grade of I is not presumed to be satisfactory performance, a course with an unresolved I grade may not be used to fulfill a pre-requisite requirement. A student registered for

a course with a prerequisite in which they have an I grade must either drop the course or resolve the I with a passing grade before the end of the drop/add period. For cases in which probationary status or term continuation is in question, incomplete work must be resolved in time for final grades to be submitted to the Office of the University Registrar no later than the weekday preceding the first day of classes of the subsequent fall or spring term (see section on Academic Warning, Probation, and Suspension).

Final Examinations

The times and places of final examinations for each session are officially scheduled by the Office of the Registrar, generally according to the day and hour of the regular course meeting; changes may not be made in the schedule without the approval of the registrar. If a final examination is to be given in a course, it will be given during the official final exam period. Take-home examinations are due at the regularly scheduled hour of an examination, based on the time period of the class. In courses in which final examinations are not scheduled, an exam that substitutes for a final examination may not be given in the last week of classes. Hourly tests may be given in the last week of classes, whether or not a final examination is administered during the exam period. In the summer session, final examinations are held on the last two days of the term.

No later than the end of the first week of classes each session, the instructor is required to announce plans for the final examination exercise. The form of the final exercise is determined by the instructor. However, a final written examination may not exceed three hours in length and a final take-home examination may not require more than three hours in the actual writing.

Any student late for an examination may not expect time beyond the end of the scheduled period. A student who fails to take any scheduled final examination shall receive a grade of F in the course, unless they are excused for reasons deemed sufficient by the instructor. If they are excused they shall receive an I (Incomplete). (See section on Incomplete Grades). Students must take final exams at the officially scheduled times. Because end-of-the-term travel arrangements are not the basis for changing a final examination date, students are advised to consult the final examination schedule when making such arrangements. Deferral of a final examination will not be authorized if the student has a history of excessive absences or failure to complete coursework in a timely fashion in the course in question.

Grading and Grade Requirements

Final grades on academic work are provided to students via the Student Information System after the examinations at the end of each session. While there are no formal midterm grades, at the middle of each session faculty are asked to notify the Advising Office of first-year students whose academic performance at that point in the session is C- or below. Such students will be contacted by their academic advisors.

Passing Grades

Passing grades are A, exceptional; B, superior; C, satisfactory; CR, pass (See Credit/No Credit grading system below); and D, low pass. These grades (except CR) may be modified by a plus or minus.

Although the D grade represents low pass, not more than 8 credits passed with D grades (D+, D, D-) may be counted among those required for term credit requirements or among the 136 credits required for graduation. Courses for which a D grade is earned, however, may satisfy other requirements. For information on repeating a course with a D grade, see the section on Course Repeat.

Failing Grades

A grade of F or NC (See section Credit/No Credit grading system below) indicates that the student has failed to meet the requirements for the course. The grade is recorded on the student's record. The course must be repeated and a passing grade earned in order for credit to be awarded. If the student registers for the course again, the second entry of the course and the new grade earned are made on the record, but the first entry is not removed. In such cases, both grades are included in the calculation of the cumulative grade point average, but the credit for only one is counted for term credit requirements or among the 136 credits required for graduation.

Grade Point Average

The grade point average is based on grades earned in courses offering credit at Duke Kunshan University and Duke University and may be calculated based on the following numerical equivalencies to the grading system:

A+	4.0	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	1.0
		F	0

All grades that appear on the record, with the exception of CR and NC, military training (or designated substitutions for students from Hong Kong, Macau, and Taiwan), and the designated Chinese society and culture courses specified by the education administration authorities of China (see section on Credits Required for Degrees), are included in the calculation of the cumulative grade point average. For repeated courses, both grades will be calculated into the cumulative grade point average, but only one will count toward the credits required for graduation. The term and cumulative grade point averages are determined at the end of each term and displayed for students.

Credit/No Credit (CR/NC) Grading System for the Classes of 2022-2024

In order to encourage students to explore the richness and variety of Duke Kunshan University's curricular offerings without worrying unduly about grades, students may elect to take up to four credits each term and summer session on a Credit/No Credit basis. No more than sixteen credits (in either two-credit or four-credit courses) towards the 136 credits requirement may be taken on a Credit/No Credit basis. The limit of sixteen credits does not apply to courses that are only offered on the Credit/No Credit basis.

All students will register for regular graded courses on a graded basis, and faculty will assign regular grades throughout the term, as well as a final grade for the course. However, a student may elect to change the grading basis to Credit/No Credit at any time up until the end of the Drop/Add period of the first session of the subsequent term in which the student is enrolled, with the exception of students in their graduating term, who must elect to change the grading basis within 24 hours after the grades are posted.

In the fall or spring term, a student must be enrolled in no less than a normal course load of 16 credits to be approved to change the grading basis of a course to CR/NC. In order to receive a CR (Credit), a student must have received a grade of C- or better in the course. A grade of D+ or below will be reflected on the transcript as NC (No Credit). Neither CR nor NC will be factored into the grade point average. Students who receive NC will receive no credit for the course and will be ineligible for Dean's List in that term. Students who receive CR may still be eligible for the dean's list if they have completed at least 16 credits for a regularly assigned grade (see section on Dean's List). In determining whether a student should be placed on academic warning, probation or suspended for academic reasons, a grade of NC earned in a course (other than PE courses), whether that course is offered only on the CR/NC basis or the student elects to take it on the CR/NC basis, is considered equivalent to a grade of F.

In their first year (two terms), students may use up to eight of the sixteen CR/NC credits for any course, up to a maximum of 4 credits per term. For students in their 3rd term and beyond, CHINESE 201A-B and CHINESE 202A-B may also be taken on a CR/NC basis. Courses taken on a CR/NC basis from the 3rd term onward (except those courses offered only on this basis and the previously mentioned 200-level Chinese language courses) do not count toward general education requirements or any other degree requirements (major, including prerequisites), unless by special permission from the Office of Undergraduate Studies. For students in any year, courses in which a CR is earned do count toward the requirement for 136 credits and term credit requirements.

A student who has taken a course on a CR/NC basis and earned a CR may not retake the course. A course for which a grade of NC is assigned cannot be used to satisfy the prerequisite for another course, even if the original grade was a passing grade (D+, D, or D-). A student may not use a CR/NC option on a course being taken for a second (or more) time. (See section on Credit/No Credit (CR/NC) Grading System.)

With the exception of study at Duke University, students studying abroad may not receive credit for courses taken on a CR/NC (or Pass/Fail or Satisfactory/Unsatisfactory) basis. Courses taken while a DKU student is studying away at Duke University may be taken on a Duke Satisfactory/Unsatisfactory basis, subject to Duke's processes, regulations and deadlines – which

may differ from those at DKU. Courses taken at Duke on a S/U basis will transfer back to DKU and be recorded using DKU's CR/NC system. Such courses will be subject to all regulations and limitations stated for the DKU CR/NC policy in the DKU Bulletin, including all restrictions on the number of credits and which courses can be taken on this basis. Students declaring S/U at Duke are required to consult their DKU academic advisor to ensure that they will be using a DKU CR/NC option in an appropriate manner. Students who use S/U on a Duke course that cannot be transferred over as CR/NC at DKU will not earn credits for the course and may be ineligible to retake it at either institution.

The change of grading basis to CR/NC can be done through filing a form with the registrar, but students need to get approval from their advisors. Students who receive a NC (by changing a grade of D+ or below) should be mindful of continuation requirements, e.g. that they may be subject to academic suspension (see section on Continuation), or that they may have to take an extra course a later term or during the summer in order to ensure that they graduate on time. Once a student has notified the registrar to change the grading basis to CR/NC, it may not be changed back to a regular grade. Students are especially encouraged to make use of the CR/NC option in their first year to take courses they feel might lie outside of their areas of perceived interest, strength, or expertise.

Credit/No Credit (CR/NC) Grading System for the Class of 2025 and Beyond

In order to encourage students to explore the richness and variety of Duke Kunshan University's curricular offerings without worrying unduly about grades, students may elect to take up to four credits each session on a Credit/No Credit basis. No more than sixteen credits (in either two-credit or four-credit courses) towards the 136 credits requirement may be taken on a Credit/No Credit basis. The limit of sixteen credits does not apply to courses that are only offered on the Credit/No Credit basis.

All students will register for regular graded courses on a graded basis, and faculty will assign regular grades throughout the term, as well as a final grade for the course. However, a student may elect to change the grading basis to Credit/No Credit at any time up until the course withdrawal deadline of the session in which the student takes the course. Once this declaration is made, the grading basis cannot be changed back to a regular grade.

First-year students in the first session of their first term must be enrolled in no less than a normal course load of 6 credits to be approved to change the grading basis of a course to CR/NC. In all subsequent sessions, a student must be enrolled in no less than a normal course load of 8 credits to be approved to change the grading basis of a course to CR/NC. In order to receive a CR (Credit), a student must have received a grade of C- or better in the course. A grade of D+ or below will be reflected on the transcript as NC (No Credit). Neither CR nor NC will be factored into the grade point average. Students who receive NC will receive no credit for the course and will be ineligible for Dean's List in that term. Students who receive CR may still be eligible for the dean's list if they have completed at least 16 credits for a regularly assigned grade (see section on Dean's List). In determining whether a student should be placed on academic warning, a grade of NC earned in a course (other than PE courses), whether that course is offered only on the CR/NC basis or the student elects to take it on the CR/NC basis, is considered equivalent to a grade of F.

In their first year (two terms, 4 sessions), students may use the CR/NC credits for any course, up to a maximum of 4 credits per session. For students in their 3rd term and beyond, CHINESE 201A-B and CHINESE 202A-B may also be taken on a CR/NC basis. Courses taken on a CR/NC basis from the 3rd term onward (except those courses offered only on this basis and the previously mentioned 200-level Chinese language courses) may not count toward general education requirements or any other degree requirements (major, including prerequisites), unless by special permission from the Dean of Undergraduate Studies or designee. For students in any year, courses in which a CR is earned do count toward the requirement for 136 credits and term credit requirements.

A student who has taken a course on a CR/NC basis and earned a CR may not retake the course. A course for which a grade of NC is assigned cannot be used to satisfy the prerequisite for another course, even if the original grade was a passing grade (D+, D, or D-). A student may not use a CR/NC option on a course being taken for a second (or more) time. (See section on Credit/No Credit (CR/NC) Grading System.)

With the exception of study at Duke University, students studying abroad may not receive credit for courses taken on a CR/NC (or Pass/Fail or Satisfactory/Unsatisfactory) basis. Courses taken while a DKU student is studying away at Duke University may be taken on a Duke Satisfactory/Unsatisfactory basis, subject to Duke's processes, regulations and deadlines – which may differ from those at DKU. Courses taken at Duke on a S/U basis will transfer back to DKU and be recorded using DKU's CR/NC system. Such courses will be subject to all regulations and limitations stated for the DKU CR/NC policy in the DKU Bulletin, including all restrictions on the number of credits and which courses can be taken on this basis. Students declaring S/U at Duke are required to consult their DKU academic advisor to ensure that they will be using a DKU CR/NC option in an appropriate manner. Students who use S/U on a Duke course that cannot be transferred over as CR/NC at DKU will not earn credits for the course and may be ineligible to retake it at either institution.

The change of grading basis to CR/NC can be done through filing a form with the registrar, but students need to get approval from their advisors. Students who receive a NC (by changing a grade of D+ or below) should be mindful of term credit requirements, e.g. that they may be subject to academic warning (see section on Progress Toward Graduation), or that they may have to take an extra course a later term or during the summer in order to ensure that they graduate on time. Once a student has notified the registrar to change the grading basis to CR/NC, it may not be changed back to a regular grade. Students are especially encouraged to make use of the CR/NC option in their first year to take courses they feel might lie outside of their areas of perceived interest, strength, or expertise.

The W and WA Designations

The designation W is recorded when a student officially withdraws from a course after the Drop/Add period. (See the sections on course changes in the section on Registration). WA indicates withdrawal from an audited course.

Progress toward Degree

Students must achieve a satisfactory record of academic performance each term and make satisfactory progress toward graduation each year. Progress is assessed primarily by a student's grade-point average. (See also the section on Academic Warning, Probation, and Suspension relevant for your class year.) However, other factors including enrollment in an underload, withdrawal to an underload, course repeat, grades of F or NC, D grades beyond 8 credits, leaves of absence, and suspensions may impact the total number of credits and therefore hinder a student's progress toward graduation. Students should discuss with their academic advisor any factors that might impact their ability to meet term credit requirements.

Students who fail to meet the minimum credit requirements each term will receive an academic warning.

Satisfactory Performance Each Term (Term Credit Requirements)

Students must make satisfactory progress toward fulfillment of curricular requirements and credits each term. All students must meet the following minimum requirements at the start of each fall and spring term or receive an academic warning:

To be on track for an on-time graduation, at the start of the	A student should have earned at least[7]	An academic warning will be issued to students who have earned less than[7]
2nd term at Duke Kunshan	16 credits	12 credits
3rd term at Duke Kunshan	34 credits	30 credits
4th term at Duke Kunshan	52 credits	46 credits
5th term at Duke Kunshan	68 credits	62 credits
6th term at Duke Kunshan	84 credits	78 credits
7th term at Duke Kunshan	102 credits	96 credits
8th term at Duke Kunshan	116 credits	112 credits

Students may not carry an underload without the permission of their advisors and the Dean of Undergraduate Studies or designee. For the purposes of calculating term credit requirements, incomplete work in any course is considered a failure to achieve satisfactory performance in that course and will be counted as 0 credits.

[7] A maximum of 8 credits passed with a D grade (D, D+, D-) can be counted. The credit count may include (1) no more than 2 credits in physical education activity courses (i.e., four half-credit activity courses)' (2) no more than 8 credits taken on a CR/NC grading basis (not including courses offered only on that basis); (3) no more than 40 credits combining any allowable transfer credits, including AP/IPC, transfer credits for study abroad, etc.; and (4) no more than the Duke Kunshan University equivalent of 24 credits in graduate and professional school courses not listed in the Duke University Undergraduate Programs Bulletin. (See Section 3, Credits Required for Degrees.)

Students who receive an academic warning for failing to meet the term credit requirements may make up additional credits by enrolling in 20 credits in a subsequent term, enrolling in an overload once a positive academic trajectory has been established, or completing summer coursework at Duke or on another approved study away program. (See Section on Study Away.). Alternatively, students might delay their graduation date. (See Section on Time Limit for Completing Undergraduate Degree.)

Academic Warning, Probation, and Suspension for Students in the Classes of 2022-2024

A student whose academic performance record indicates marginal scholarship, as assessed by grades, as well as term and cumulative grade-point averages, will be subject either to academic warning or academic probation. Failure to clear probationary status in the term of probation will result in a student's suspension for academic reasons.

In determining whether a student should be placed on academic warning, probation or suspended for academic reasons, a grade of NC earned in a course, whether that course is offered only on the CR/NC basis or the student elects to take it on the CR/NC basis, is considered equivalent to a grade of F. (See also the section on CR/NC Grading system). For purposes of determining academic standing, incomplete work in a course indicated by a grade of I is considered equivalent to a grade of F until the I is resolved. (See section on Incomplete Coursework.) Grades in PE courses are not considered in determining academic warning, probation, or suspension.

Academic Warning

Failure to meet any of the following standards will result in academic warning by the Office of Undergraduate Studies:

1. A single or more grade of F or NC (excluding PE courses) in a term
2. A second or more grade of D (D, D-, D+) over the student's tenure at DKU
3. Failure to meet the term credit requirements (See section on Term Credit Requirements

All students issued an academic warning are required to meet with the Director for Academic Advising or designee to discuss their academic progress. Students should also consult with their academic advisor.

Academic Probation

For a student enrolled in 16 or more credits, the following grades will result in academic probation for the succeeding spring or fall term: during the first term of the freshman year, grades including DD, DF, or FF; during any subsequent spring/fall term, grades including DDD, DF or FF (as long as the student has passed at least 12 credits); and during two consecutive spring/fall terms, grades including DDDD, DDDF, or DDFF. For a student enrolled in an authorized underload (i.e., fewer than 16 credits), the following academic performance will result in academic probation: during the first term of the freshman year, grades of DD or F; during any subsequent fall/spring term, grades

including DDD or DF (as long as 12 credits have been passed in that term); and during two consecutive spring/fall terms, grades including DDDD, DDDF, or DDFF. In a case where probation may be in question because of an incomplete grade, the student will be notified by the Office of the Registrar of the need to have the incomplete replaced by a satisfactory grade in order to avoid academic probation. That is, the satisfactory final grade must be sufficient to avoid the combination of D and F grades that would result in academic probation, as described above.

The probation status will be reflected on those academic records used for internal purposes only. Students placed on academic probation must acknowledge their probationary status in writing to the Office of Undergraduate Studies in order to continue at the University. They are also required to meet with the Director for Academic Advising or designee and are expected to seek assistance from campus resources, have their course selection approved by their advisors and meet periodically with a designated academic coach. They may not study away during the probation period. Students are expected to clear their probationary status during the term of probation. In order to do so, they must enroll in 16 credits (plus up to one PE credit), of which no more than 4 credits may be taken on a Credit/No Credit basis. Grades of C, CR, or better must be earned in each course, or a C average must be achieved in that term.

Probationary status cannot be cleared in a term in which students seek permission and are allowed to withdraw to an underload. In such cases, the probationary status continues through the next fall or spring term of enrollment. Students who clear their probationary status by earning a C average in the term but also earn grades that would result in academic probation as described above will continue their probationary status through the next term of enrollment. Students on probation, whether in a normal load or an underload, are required to earn grades of C, CR, or better in each course, or achieve a C average in that term. Students whose probationary status continues to a second term for reason of an underload must adhere to the conditions and standards previously outlined for clearing probation. Failure to do so will result in academic suspension.

Academic Suspension

Students on academic probation must clear their probationary status as described above (see section on Academic Probation) in order to continue at Duke Kunshan University. For the purposes of clearing academic probation, incomplete work in any course is considered a failure to achieve satisfactory performance in that course. Therefore, where term continuation is in question, incomplete work in any course must be completed with a satisfactory grade sufficient to clear the probationary status in time for final grades to be submitted to the Office of the University Registrar no later than the weekday preceding the first day of classes of the subsequent fall or spring term.

Students who fail to meet the minimum requirements to clear their probationary status are subject to academic suspension for a period of at least two terms (excluding summer term). Those desiring to return after the suspension period may apply for Return to the University. Such students are placed on academic probation if reinstated. Please contact the Office of Undergraduate Studies for more information. Deadlines for filing this application are 5:00 p.m. China time May 1 for return in the subsequent Fall Term and October 15 for return in the subsequent Spring Term. If after return

the student fails again to meet the minimum academic requirements and is suspended a second time, the student will be ineligible to enroll again in the future.

Though rarely granted, a student suspended for failure to clear their probationary status may appeal for immediate reinstatement. Students should contact the Director for Academic Advising or designee, and adhere to deadlines stated in their suspension letter.

Academic Warning, Probation, and Suspension for Students in the Class of 2025 and Beyond

A student whose academic performance record indicates marginal scholarship, as assessed by grades, as well as term and cumulative grade-point averages, will be subject either to academic warning or academic probation. Failure to clear probationary status in the term of probation will result in a student's suspension for academic reasons.

In determining whether a student should be placed on academic warning, a grade of NC earned in a course, whether that course is offered only on the CR/NC basis or the student elects to take it on the CR/NC basis, is considered equivalent to a grade of F. (See also the section on CR/NC Grading system).

For purposes of determining academic standing, incomplete work in a course indicated by a grade of I is considered equivalent to a grade of F until the I is resolved. (See section on Incomplete Coursework.) Grades in PE courses are not considered in determining academic warning, probation, or suspension.

Academic Warning

Failure to meet any of the following standards will result in academic warning by the Office of Undergraduate Studies:

4. A single or more grade of F or NC (excluding PE courses) in a term
5. A second or more grade of D (D, D-, D+) over the student's tenure at DKU
6. Failure to meet the term credit requirements (See section on Term Credit Requirements

All students issued an academic warning are required to meet with the Director for Academic Advising or designee to discuss their academic progress. Students should also consult with their academic advisor.

Academic Probation

At the end of each fall and spring term, a student must have both a term and a cumulative grade point average of at least 2.000. Failure to meet either of the two following standards will result in academic probation for the following fall or spring term:

1. Term grade-point average below 2.000 for any fall or spring term
2. Cumulative grade-point average falls below 2.000 at the end of any fall or spring term

In a case where probation may be in question because of an incomplete grade, the student will be notified by the Office of the Registrar of the need to have the incomplete replaced by a satisfactory grade in order to avoid academic probation. That is, the satisfactory final grade must be sufficient to raise both the term and the cumulative grade-point averages to or above 2.000.

The probation status will be reflected on those academic records used for internal purposes only. Students placed on academic probation must acknowledge their probationary status in writing to the Office of Undergraduate Studies in order to continue at the University. They are also required to meet with the Director for Academic Advising or designee and are expected to seek assistance from campus resources, have their course selection approved by their advisors and meet periodically with a designated academic coach. They may not study away during the probation period. Students are expected to clear their probationary status during the term of probation. In order to do so, they must enroll in 16 credits (plus up to one PE credit), of which no more than 4 credits may be taken on a Credit/No Credit basis, and achieve term and cumulative grade-point averages of at least 2.000.

Probationary status cannot be cleared in a term in which students seek permission and are allowed to withdraw to an underload. In such cases, the probationary status continues through the next fall or spring term of enrollment. Students on probation, whether in a normal load or an underload, are required to achieve the minimum term and cumulative grade-point averages of at least 2.000. Students whose probationary status continues to a second term for reason of an underload must adhere to the conditions and standards previously outlined for clearing probation. Failure to do so will result in academic suspension.

Academic Suspension

Students on academic probation must clear their probationary status as described above (see section on Academic Probation) in order to continue at Duke Kunshan University. For the purposes of clearing academic probation, incomplete work in any course is considered a failure to achieve satisfactory performance in that course. Therefore, where term continuation is in question, incomplete work in any course must be completed with a passing grade in time for final grades to be submitted to the Office of the University Registrar no later than the weekday preceding the first day of classes of the subsequent fall or spring term.

Students who fail to meet the minimum requirements to clear their probationary status are subject to academic suspension for a period of at least two terms (excluding summer term). Those desiring to return after the suspension period may apply for Return to the University. Such students are placed on academic probation if reinstated. Please contact the Office of Undergraduate Studies for more information. Deadlines for filing this application are 5:00 p.m. China time May 1 for return in the subsequent Fall Term and October 15 for return in the subsequent Spring Term. If after return the student fails again to meet the minimum academic requirements and is suspended a second time, the student will be ineligible to enroll again in the future.

Though rarely granted, a student suspended for failure to clear their probationary status may appeal for immediate reinstatement. Students should contact the Director for Academic Advising or designee, and adhere to deadlines stated in their suspension letter.

Changes in Status

Voluntary Withdrawal

Students who wish to withdraw from the university must give official notification to the Office of Undergraduate Studies. Notification must be received prior to the beginning of classes in any term, or tuition and housing fee will be refunded only partially (See section on Refund in Part 5). For students withdrawing on their own initiative after the beginning of classes and up to the first day of the last two weeks of 7-week classes or of the last four weeks of 14-week classes in the fall or spring terms, a W is assigned in lieu of a regular grade for each course. After these dates, an F grade is recorded unless withdrawal is caused by an emergency beyond the control of the student, in which case a W is assigned by the University Registrar. Alternatively, students withdrawing for medical reasons during this period will have the option, upon obtaining the appropriate approvals from the instructor, to choose to receive the grade of I in one or more courses instead of the W grade. The student may then complete the course as described in the section on Incomplete Coursework.

Withdrawals from the university during a term or session will not be approved after the last day of classes. This also applies to courses offered in Summer terms. Students who withdraw from the University may have to apply through the Admissions Office if they wish to return. Students who intend to return to Duke Kunshan University are advised to take a Leave of Absence if possible.

Involuntary Withdrawal

Students may be involuntarily withdrawn for academic reasons or disciplinary reasons, as well as administratively. Refunding will follow that of voluntary withdrawal except under circumstances where students are withdrawn for disciplinary reasons. For students who are withdrawn for disciplinary reasons, no tuition or housing fee will be refunded. Students' withdrawal will be noted accordingly on the official academic record. Students who are involuntarily withdrawn are ineligible to undertake any coursework scheduled at Duke Kunshan University and may not enroll again in the future.

Leave of Absence

Students who wish to take time away from their studies but intend to return to Duke Kunshan University are advised to take a Leave of Absence if possible. Most leaves of absence are granted for two reasons: personal or medical. After finishing the first term of the first year, students in good standing may request a personal leave of absence for one or two terms by completing a leave of absence request form and submitting it to the Office of Undergraduate Studies prior to the first day of classes of the term in which the leave is granted. A personal leave of absence starts after one term ends and before the next term begins. A personal leave of absence is not granted for a term in which classes have begun, except in extreme cases such as family death or recent diagnosis of terminal illness.

A medical leave of absence with proper documentation may be granted at any time but with one restriction. Students requesting a medical leave of absence during a current term must file the leave of absence forms with the Office of Undergraduate Studies prior to the end of the last day of classes of that term. Students who request a medical leave of absence for a current term and submit their leave request prior to the last day of classes will be assigned W in lieu of a regular grade for each course. Students taking a medical leave of absence during the final four weeks of classes for 14-week long courses and the final two weeks of classes for 7-week long courses will have the option, upon obtaining the appropriate approvals from the instructor, to choose to receive the grade of I in one or more courses instead of the W grade. The student may then complete the course as described in the section on Incomplete Coursework. In most cases, students electing to take a medical leave of absence will be expected to remain on medical leave of absence through the following fall or spring term. Refunding will follow that of voluntary withdrawal.

A medical leave of absence will not be retroactively granted for a term for which the last day of classes has already occurred. Students returning from a medical leave of absence, at the discretion of university officials, may not be allowed to participate in university programs such as, but not limited to, study abroad for the term immediately following their return to active status.

Students called to military service can request a leave of absence as early as the first term in the first year. If the leave of absence starts from the first term in their freshmen year, students should first complete all the new student registration procedures before applying for a leave of absence.

A student may receive transfer credit for no more than two courses, up to a maximum of 8 credits, taken at another accredited four-year institution in the US or similarly accredited institution abroad and with a liberal arts and general education curriculum while on leave of absence for personal or medical reasons.

Return from any type of leave of absence, including suspension or an involuntary leave of absence, is contingent upon approval of a *Return from Leave of Absence* application. The deadlines to file such applications, including all supporting materials, are 5:00 p.m. May 1 (BJT) for Fall Term and 5:00 p.m. October 15 (BJT) for Spring Term. Late or incomplete applications will not be accepted. The University reserves the right to request necessary documentation and have conversations with appropriate parties, determined on a case-by-case basis, to confirm that the student is qualified and/or ready for return. Registration information will be provided by the university registrar to all students who are approved to return from a leave of absence. All returning students must register prior to the first day of classes for the term of intended enrollment. Students who are scheduled to return from leave of absence who fail to apply to return from leave of absence, extend their leave of absence, voluntarily withdraw from the university, or register for courses by the end of drop/add of the term they are expected back will be administratively withdrawn from the university and must apply for readmission if they wish to return.

Students who undertake independent study under Duke Kunshan University supervision and for Duke Kunshan University credit are not on leave of absence even if studying elsewhere.

Full-time and Part-time Degree Status

Candidates for degrees must enroll in a normal course load (i.e., at least 16 credits) each term unless they are eligible and have received permission from their academic advisor and the Dean of Undergraduate Studies or designee to be enrolled in fewer than 16 credits. Students who intend to change from full-time to part-time status must request permission from the Office of Undergraduate Studies. Except for extraordinary circumstances, such permission is given only to students for the final term of their senior year. Students must register their intention to be part-time prior to the first day of class of the term in which the part-time status is requested. Part-time students may register for no less than 4 credits and no more than 11 credits. Part-time students may be denied university housing. (See section on Progress toward Degree.)

Undergraduate Status

An undergraduate student admitted to Duke Kunshan University Undergraduate degree programs officially becomes a Duke Kunshan University undergraduate student at the point of matriculation and is accorded all the rights, privileges, and responsibilities of a Duke Kunshan University student at that time. When an undergraduate has completed all of the requirements of the bachelor's degree and is no longer enrolled in coursework toward the degree, the student ceases to be a Duke Kunshan University undergraduate student in the strict sense of the word.

Academic Recognition and Honors

In determining a student's eligibility for academic recognition and honors, only grades earned in Duke Kunshan University courses and Duke University courses are considered.

Dean's List

Dean's List accords recognition to academic excellence achieved during each term. To be eligible for this honor, undergraduates must earn a grade point average for a term that places them in the highest third of undergraduates in their class year and in addition must (1) complete at least 16 credits for a regularly assigned grade (i.e., no Credit/No Credit courses); and (2) receive no incomplete or failing (F, NC) grades (including PE courses). Undergraduates who in addition earn term grade point averages that place them in the highest ten percent of undergraduates in their class year will receive the Dean's List with Distinction honor, while the remainder of those placing in the highest one third will receive the Dean's List honor as noted above.

Graduation with Distinction

Graduation with Distinction accords recognition to up to 5% of students in each graduating class who achieve excellence in their signature work products and meet other academic criteria as determined by the faculty. Students may be nominated for consideration by their signature work mentor. Each nominated student's overall achievement in the major, including the signature work,

is assessed by a faculty committee, which is responsible for awarding distinction. Graduation with Distinction is separate and distinct from Latin Honors (see below).

Latin Honors

Latin Honors by Overall Academic Achievement accords recognition for academic excellence achieved over the duration of an entire undergraduate career. Unlike the Dean's List honor, which recognizes academic excellence achieved over the short term (one term), eligibility for the three categories of Latin Honors (summa cum laude, magna cum laude, and cum laude) is based on the cumulative grade point average for all work at Duke Kunshan University. Recipients are determined by the following procedure: The grade point average included within the highest five percent of the graduating class is used to specify the grade point average needed by those students of the current graduating class to be awarded the summa cum laude honor. The grade point average included within the next highest ten percent of the graduating class is used to determine the grade point average needed by those students who will graduate with the magna cum laude honor. Finally, the grade point average included within the next ten percent of the graduating class will be used to determine those students eligible for graduating with the cum laude honor. Thus, about 25 percent of each graduating class will receive Latin Honors.

Notification of Intention to Graduate

The Diploma Form submitted by students is official notification that they expect to have completed all requirements for the degree and to receive the diploma on a particular graduation date. They will be confirmed for that specific graduation if basic requirements, i.e., general education, one major, number of credits earned through courses taught or co-taught by Duke faculty, and any additional requirements for students from the Chinese mainland, Hong Kong, Macau and Taiwan have been completed. It is the responsibility of students to submit the form on or before established deadlines. Information regarding the location and date of availability of the online diploma form is sent to prospective graduates at their Duke Kunshan University e-mail address.

Graduation and Commencement

Commencement exercises are held once a year in May when degrees are conferred upon and diplomas are issued to those who have completed degree requirements by the end of the spring term. Students who complete requirements by the end of the summer term or by the end of the fall term receive diplomas in May of the following academic year. Students who are within 20 credits of graduation at the end of the spring term may request to participate in the annual commencement exercises.

Education Records

Duke Kunshan University adheres to a policy permitting students access to their education records, health record and their confidential financial information while at Duke Kunshan University.

Students may request to review any information that is contained in their Duke Kunshan University education, health and financial records and may, using appropriate procedures, challenge the content of these records. An explanation of the complete policy on education records may be obtained from the Office of the Registrar.

No information, except directory information (see below) contained in any student records is released to unauthorized persons outside the university or to unauthorized persons on the campus, without the written consent of the student. It is the responsibility of the student to provide the University's registrar and other university offices, as appropriate, with the necessary specific authorization and consent.

Directory information includes name, addresses, Duke Kunshan University student ID, e-mail addresses, telephone listing, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous educational institution attended. This information, except addresses and telephone listing, may be released to appear in public documents and may otherwise be disclosed without student consent unless a written request not to release this information is filed in the Office of the Registrar.

The Provision of Academic Information to Parents and Guardians

It is primarily the responsibility of students to keep parents and guardians informed of their academic standing and progress as well as any difficulties that may affect their performance. The University's registrar does not release end of term or midterm grade information to parents and guardians without students' written permission. Parents and guardians may be alerted to emergency and extraordinary situations that may impinge upon a student's well-being.

Procedure for Resolution of Students' Academic Concerns

Duke Kunshan University (DKU) is committed to providing a learning environment in which concerns related to academic matters (issues pertaining to a course, academic instruction or other activities that receive academic credit) are resolved promptly and with support to all parties. Because DKU is committed to its students and the implementation of consistent and nondiscriminatory academic policies and processes, the university has created procedures for resolving academic complaints. This policy refers to academic complaints that are not related to grading. Grade complaints are covered by the separate Undergraduate Student Grade Appeal Resolution Process.

Students are encouraged to resolve academic complaints informally directly with the course instructor(s) or appropriate staff member (e.g., tutors, teaching assistants, advisors, etc.) involved in the matter. If the complaint is not resolved between the student and the course instructor(s)/appropriate staff member, or if the student is uncomfortable about approaching the instructor(s)/staff member, he or she can attempt to resolve the complaint with the Division Chair, or the Director of the Language and Culture Center for language related courses, or the Director of Academic Advising for complaints regarding tutoring or advising staff.

If the student is dissatisfied with the informal resolution outcome, the student may choose to file a formal complaint with the Dean of Undergraduate Studies. The Dean of Undergraduate Studies will consider complaints based on an alleged violation of an academic rule, policy, or established practice. If the student is dissatisfied with the outcome of the formal resolution process, the student may choose to file an appeal with the Vice Chancellor for Academic Affairs. The Vice Chancellor for Academic Affairs makes the final decision regarding appeal outcomes.

Students have the right to make any informal or formal complaint they deem important without fear of retaliation or any other adverse consequences because of doing so. If a student has questions or concerns about the policies and procedures related to the academic complaint resolution process, the student may consult their academic advisor or the Office of Undergraduate Studies at any point during the process or before initiating a formal or informal complaint.

Issues related to academic integrity will be resolved according to the Undergraduate Academic Integrity Policy[8]. Issues related to non-academic behaviors as described in the student handbook will be resolved according to the student complaint and conduct processes[9]. Issues related to harassment and discrimination will be resolved according to the Sexual Harassment and Misconduct Policy[10]. Issues related to grading will be resolved according to the Undergraduate Student Grade Review Procedure.

Grade Review Procedure

Faculty are expected to maintain fair and consistent grading standards. With the exception of "I" grades, changes in end-of-term grades may be made by the instructor only because of an error in calculation or an error in transcription. Changes in grades may not be based on the late submission of required work, the resubmission of work previously judged unsatisfactory, or on additional work.

A student who questions a final grade received in a course should first discuss the matter with the instructor(s) within thirty days of the grade being released. After meeting with the instructor(s), if the student still believes the instructor(s) has assigned an inaccurate or unjustified grade, the student may make a formal complaint to the appropriate Division Chair, or to the Director of the Language and Culture Center for language related courses. The formal complaint must be submitted prior to the first day of classes for the term immediately following the recording of the grade. Formal grade complaints will only be considered in cases in which there was an error in the original grade report.

The Division Chair will review the case with the Instructor(s) involved. The review will focus on whether the grade assigned by the instructor was arrived at in accordance with the course grading policy as articulated in the syllabus and/or as discussed with the students in class and calculated in the same way that the grades other students received in the course were calculated. Generally

[8] Refer to Duke Kunshan University Academic Policies, Approved by the Faculty August 29, 2018
[9] Refer to Duke Kunshan University Student Handbook
[10] Refer to the Bulletin of Duke Kunshan University Undergraduate Instruction, Part 1, or the Student Handbook

speaking the review will not focus on how individual pieces of work in a course were graded, as it is the responsibility solely of the instructor to evaluate the quality of students' work within the context of his/her course.

If the Division Chair agrees with the Instructor(s) that there are no legitimate grounds on which to change the grade, the grade stands as recorded. If the Division Chair believes there are grounds to consider a change and the Instructor(s) is unwilling to change the grade, the Division Chair will notify the student that he or she may request a review of the case in writing to the Dean of Undergraduate Studies. A written request must be submitted before the end of the Drop/Add period of the term following that in which the Instructor(s) recorded the grade.

The Dean will review the case and decide whether there are grounds to convene a faculty committee to review the grade. If the Dean decides there are no grounds, then the grade is not changed. If the Dean decides that there are grounds to proceed, the case will be referred to a committee consisting of the faculty members of the Undergraduate Academic Review Board. This committee will then evaluate and review the case, and the Dean may initiate a grade change if that is the recommendation of the committee. The decision of the committee is final.

Exclusion of Disruptive Students from a Course

The successful conduct of a course depends upon a spirit of mutual respect and cooperation among its participants. If a student disrupts a class in such a way that it seriously compromises the educational experience of the course for other students and/or prevents the instructor from accomplishing the goals of the course as outlined in the syllabus, the instructor may require the student to leave the class meeting.

The instructor and the student are then expected to meet to discuss and prepare in writing the conditions under which the student may return to the course. If the disruptive behavior continues, the instructor may report the matter to the Office of Undergraduate Studies for further resolution.

Compliance with Academic Regulations

Under no circumstances may students ignore official rules and requirements, as this is a breach of the Duke Kunshan University Community Standard. Students who ignore official rules and requirements will at the least have their registration for the next academic term blocked by the Dean of Undergraduate Studies until after the close of the last window of that registration period. They could also be subject to involuntary withdrawal for a period of two terms and/or other possible disciplinary action.

Religious Holidays

In recognition that observances of religious holidays may affect classroom attendance and the submission of graded work, members of the various religious affiliations should inform their instructors of major religious holidays that occur when classes are being held at or before the beginning of each term. In the event of a conflict, students wishing to observe a specific religious

holiday should request that their instructors arrange for a postponement or makeup of work. Duke Kunshan University encourages all faculty to make reasonable accommodations necessary for students' religious observances. If an instructor is unable or unwilling to grant the request, students should consult the Office of Undergraduate Studies.

Part 7: Academic Advising and Support

The Office of Undergraduate Advising is committed to providing a student-centered advising experience that promotes holistic learning and understanding of the integrated and interdisciplinary curriculum and prepares the next generation of scholars and leaders. Further, academic advising provides undergraduates with academic strategies that reinforce a research-oriented liberal arts and sciences education that is inclusive of how students learn and develop in pursuit of their academic and career endeavors. The Office of Undergraduate Advising consists of Academic Advising and the Academic Resource Center.

Academic Advising

Academic advising is salient to undergraduate education at Duke Kunshan University. The goal of all academic advising is to provide a network of support across the university that is student-centered and responsive to the needs of students. Advisors provide insight on how to navigate the college experience by teaching students about the undergraduate curriculum and co-curricular opportunities. This process includes teaching students how each course contributes to their knowledge and innovative thinking. Additionally, advisors nurture students' practical skills related to decision-making and help students learn to take responsibility for developing meaningful educational plans compatible with their academic potential, career, and life goals.

Advising is more than the imparting of specialized information; it includes helping students explore and discover the role of education in society and teaching students the skills for active learning and perseverance to reach long-term goals. Through advising, students will learn to formulate important questions about the nature and direction of their undergraduate career. Advisors will confer with students about course schedules and educational experiences, but students themselves are responsible for their academic program, social activities, and for making progress toward an academic degree. Students' advising needs change as they progress through their academic programs, requiring a dynamic advising partnership that pulls expertise and guidance from across campus faculty and administrators.

The Director for Academic Advising oversees the academic advising team, who understand the terrain of broad areas such as arts and humanities, global and civic opportunities, and natural and quantitative sciences; and collaborates with pre-professional advisors with expertise in areas such as health, entrepreneurship, law and business. This network of advisors ensures that students have varied sources of information and build close relationships with campus faculty and staff who can provide guidance about future plans and act as references. Additionally, designated faculty serve as major coordinators who ensure information related to specific majors are shared broadly throughout the advising community.

At Duke Kunshan University, advisors are key to understanding the nature of the academic programs and how they can address student interests, goals and purposes. They advise students on navigating both academic and social life, and help students determine appropriate learning strategies, including tutoring. They advise students in the selection of courses, majors, signature

pathways, and experiential activities. Professional advisors and Academic Success Tutors work in concert with faculty advisors to maintain up-to-date information on university requirements, academic policies, procedures, and deadlines; they also provide guidance for students who desire to enhance their learning through tutoring and academic skill building programs and workshops.

Academic Resource Center

The Academic Resource Center (ARC) is a learning center with the ultimate goal of helping students to become independent learners. The ARC offers tutoring support, Academic Success Program, Academic Coaching and special events, such as First Friday and Exam Jam.

Tutorial support is supplemental to course instruction. Academic Success Tutors, our full-time learning professionals, attend selected courses across the curriculum and work in collaboration with instructors to discern how to best facilitate student learning and development. Students also receive group and one-on-one support from our Peer Tutors, undergraduate students who have successfully completed applicable courses. Peer tutoring is an excellent way to hone skills and strategies in a friendly and supportive community. All tutors receive internationally certified training by the College Reading and Learning Association.

The Academic Success Program provides incoming students with information and skills they need to transition to college-level coursework and achieve academic success. The program consists of a series of workshops on motivation, time management, study skills, and academic stress management. In this program, students will participate in structured training to learn campus resources and practical skills to navigate their first year of college. Students who fulfill all the requirements of the program will receive the Academic Success Certificate.

Academic Success Coaching is offered as a series of one-on-one sessions to help guide students through examining academic concerns and perceived barriers to success. Professionals in the ARC help students discover personal academic success strategies on learning preferences, study skills, time management, motivation, etc. through coaching. Students work on various learning strategies so that they can improve their academic performance and enhance the overall quality of their college experience.

Other support offices such as Counseling and Psychological Services (CAPS), Student Health Services, Student Accessibility Office, the Writing and Language Studio, the Office of Global Education, and the Office of Career Services can help students identify academic strategies and refine their interests and goals. Students should refer to selected majors for specific curriculum requirements required for degree completion.

Seven Principles of Duke Kunshan University Academic Advising

- *Academic advising cultivates academic citizens who are knowledgeable about how their curricular and career interests influence their local, national, and international communities (Rooted Globalism).*
- *Academic advising is a collaborative experience between Advisor and Advisee that teaches problem solving skills to successfully navigate college and life circumstances (Collaborative Problem Solving).*

- *Academic advising leverages curricular teachings with practical experience to assist with critical thinking and career readiness (Research and Practice).*
- *Academic advising promotes effective discourse between Advisee and Advisor that nurtures good decision-making practices (Lucid Communication).*
- *Academic advising is an environment where Advisees are responsible for charting their academic, social, and career pathways through inquiry, reflection, personal choice and consultation with Advisors (Independence and Creativity).*
- *Academic advising teaches ethical principles that promote holistic student development, authentic academic workmanship, innovative thinking, and research (Wise Leadership).*
- *Academic advising teaches and encourages Advisees to grow, discover, and enhance academic grit to persevere through academic and life challenges (A Purposeful Life).*

Part 8: Career Services, Study Away, and Research Opportunities

Career Services

The Career Services Office at Duke Kunshan University is committed to assisting graduate and undergraduate students as well as alumni with discovering and refining their career pathways and ultimately realizing their future career goals.

The Office will provide both guidance and resources to students and alumni that will help them to explore different job and career opportunities as well as help them to gain important skills, knowledge, and experience in order to be competitive and successful in achieving their long-term career goals. The Career Services Office encourages students to make the most of their Duke Kunshan University experience by accessing relevant campus resources, developing career interests and values, and establishing and maintaining relationships with their peers as well as faculty, staff and alumni.

The Office also provides Career Development Mentorship Program which is designed to help Duke Kunshan University Undergraduate students from year three onward, improve career skills and knowledge by connecting students with alumni or a professional across a variety of fields. This opportunity is optional to students. Mentors are encouraged to interact with their students on three separate occasions (or more) per academic term. Interactions may occur in-person or remotely.

The Career Services Office will also follow the seven principles of Duke Kunshan University when creating programs and providing services. The services and support will be done with the aid of a network that engages offices such as Academic Advising and Student Affairs, students, faculty, staff, alumni, external partners and other stakeholders to support students' career development needs.

Key services that the Career Services Office offers include:

- **Resources & Tools:** including online platform, assessment tools, online and offline resources for information research, and other career development tools to help students with goal identification and career path planning.
- **Coaching & Advising:** career development coaching (one-on-one coaching appointments with career coaches) and graduate school advising (group sessions and one-on-one meeting with coaches and advisors).
- **Workshops and Events:** including skill workshops, specialized seminars and conferences, guest speakers, case competitions, internship fairs and on campus recruitment events etc.
- **Specialized Career Programs:** including engagement programs with corporate partners, engagement programs with alumni, and development programs with other external partners such as government and research institutions.
- **Opportunities Development:** the Career Services Office works to build and maintain relationships with alumni and employers who can provide internships, learning opportunities, and full-time opportunities.
- **Internship Facilitation & Processing:** works with student mobility, keeps all records of foreign student internships in China on record, advises on legal requirements, keeps up-to-date on relevant changes and opportunities. Summer and short-term internship opportunities are collected

and shared with students, and individual consultation allows for focused guidance on how to secure summer internships.

- **Handling Student Work Program:** including review position openings and hiring, managing time sheets, processing student workers' monthly stipend, reporting tax to government, and providing training for both hiring departments and student workers.

Student Research Opportunities

Research experience is an important component of the Duke Kunshan University undergraduate program. Students can do research with Duke Kunshan faculty for credit during the academic year. In limited cases, research for pay is an option. Depending on a student's particular interests, research may also play a role in their signature work project. In addition, the University Summer Research Scholars (SRS) program supports students participating in collaborative research supervised by Duke Kunshan or Duke faculty over the summer. Students interested in either summer or academic year research are encouraged to discuss their interests directly with faculty whose research areas align.

In addition to research centers and research programs at Duke Kunshan University and research experience during a student's study abroad period at Duke or elsewhere, research institutions outside of Duke Kunshan University, including international corporations, organizations, and NGOs in Kunshan, Suzhou and Shanghai areas, further enhance research and internship opportunities for Duke Kunshan University students. Career Services and individual faculty can help students identify off-campus opportunities.

Office of Global Education and Study Away

Students who are in good standing at Duke Kunshan University will have the opportunity to attend a study away program for one academic term in their junior year and/or summer terms. The Office of Global Education is responsible for vetting and approving all academic study programs undertaken for credit abroad or off campus. The Office also facilitates the course credit transfer request process for students studying in such programs.

Eligibility

Students must apply and receive approval to participate in any credit-bearing study away opportunities through the Office of Global Education. Approved programs (either on DKU's preapproved program list, or approved by individual petition) will be eligible for credit transfer back to DKU. All students who plan to study away must apply through DKU, receive approval to participate, and sign the DKU Participation Agreement before committing or accepting enrollment in any credit-bearing program.

Students may study away and transfer credits for one academic term in their junior year, as well as during summers. The application process for term study away programs starts in the fall term of the sophomore year, but planning for study away should start in first-year academic planning. Students must be in good academic, conduct, and financial standing in order to study away. Students placed on academic or conduct probation that will be in effect during their planned term

away are not eligible to study away. Students accepted into study away programs who are then placed on academic or conduct probation may be liable for the program costs, even if they withdraw from the program. Students should refer to the "DKU Global Education Sakai Site" for complete eligibility requirements. Students who do not meet the eligibility requirements may not study away. All students who study away must sign the appropriate legal documents before departure.

Students may not apply for study away while on Leave of Absence or academic suspension. Students should contact the Office of Global Education upon return to campus. Students may not take summer courses that conflict with Military Training and/or the summer Chinese Society and Culture courses.

Study Away Opportunities

DKU maintains a rich network of opportunities for global learning. Programs around the world include the option of studying at Duke University and a wide variety of international exchanges, university direct enrollment programs, and provider-based programs. Regardless of the program type or location, students must first start their search and application process with the DKU Office of Global Education. Students should refer to the Office of Global Education website for the most up-to-date information on advising for global learning experiences, preapproved program lists, application processes, and credit-transfer processes.

Study Away at Duke University

Eligible students will have the opportunity to attend Duke University in Durham, North Carolina, in either the fall or spring term of their junior year. The Office of Global Education will take into account individual timing (fall/spring term) preferences. However, students may not be admitted to preferred terms due to capacity limitations. Students will also have the option to attend Duke Summer Session. Normally, students would be encouraged to take the summer session either immediately before or after their junior-year term assignment.

Students will be able to choose from a wide range of course options at Duke. They will also have access to extra- and co-curricular activities and clubs, as well as other student services on campus. While at Duke, students must abide by Duke's policies and procedures. Please see the Duke University website (https://dukekunshanprograms.duke.edu/welcome) for more details. Students interested in programs or events offered by departments or academic divisions at Duke University, including but not limited to Duke Immerse, Duke BASS Connection, or summer research programs, should consult with both the DKU Office of Global Education and Duke Office of DKU Relations (dkurelations@duke.edu) before applying.

Students who are interested in marine biology or oceanography may also have the opportunity to study at the Duke Marine Lab for fall term and/or a six-week summer term II before the junior fall term.

Students studying at Duke University during the term will pay the same tuition they would have paid for a term at DKU, with the same merit scholarship and/or financial aid. Students will be required to cover all other costs, including housing, board, insurance, travel, and living expenses.

It should be noted that such costs are higher than at Duke Kunshan. Currently, the total cost for one regular term at Duke (including housing, dining plan, insurance, and student fees) is estimated at USD $13,500; this does not include visa and travel expenses.

Students are responsible for the full costs of all summer programs, including those at Duke; DKU merit scholarships and/or financial aid cannot be used to cover the cost of summer programs. The cost of a summer term at Duke including tuition is currently calculated to be approximately USD $9,500 for international students and RMB 63,000 for Chinese students (students who choose courses with science labs will pay approximately USD $1,000 more for one science course).

Detailed cost breakdowns for study at Duke are available in the Sakai Site. Note: US Federal Financial Aid cannot be applied towards costs at Duke University. The use of other scholarships or financial aid towards Duke costs should be verified in advance.

Other Study Away Programs

DKU maintains an active list of preapproved study away opportunities that include exchange partnerships, direct enrollment in universities, and provider-based programs. Students may have the option of individually petitioning to participate in a program on the basis of academic interests or needs that are not represented among preapproved programs.

Students must receive approval in advance for both the program and individual courses. Although financial accessibility is considered in the range of programs that are preapproved, costs vary significantly by geographical region of study and program type, and are the full responsibility of the student. With the exception of approved exchange partnerships (where tuition is paid to DKU, and housing/program fees are paid to the host institution), DKU merit scholarships and/or financial aid cannot be used to cover the cost. Students may seek additional information on financial planning for study away opportunities and advice for researching program costs on the Office of Global Education website, or by arranging an individual advising session with the Office. Students assume full responsibility for their own financial commitments and payments for programs, whether they are preapproved or approved by petition (including but not limited to deposits, tuition, housing, cost of living, and other program fees).

Course Approval and Credit Transfer

Students may transfer up to a maximum of 40 credits taken outside of the Duke Kunshan University campus, including advanced placement credits. A maximum of 8 credits may be from coursework undertaken while on voluntary leave of absence for personal or medical reasons. No credit will be accepted for coursework taken while a Duke Kunshan University student is withdrawn, suspended, or on involuntary leave of absence. All courses must be pre-approved for transfer credit. Policies and procedures for course approvals are available from the Office of Global Education. (See also Transfer of Work Taken Elsewhere, Part 6.)

For courses taken at Duke University: All grades earned at Duke University are entered on the official record at Duke Kunshan University and are used in determining the grade point average. Courses taken while a DKU student is studying away at Duke University may be taken on a Duke Satisfactory/Unsatisfactory basis, subject to Duke's processes, regulations and deadlines – which

may differ from those at DKU. Courses taken at Duke on a S/U basis will transfer back to DKU and be recorded using DKU's CR/NC system. Such courses will be subject to all regulations and limitations stated for the DKU CR/NC policy in the DKU Bulletin, including all restrictions on the number of credits and which courses can be taken on this basis. Students declaring S/U at Duke are required to consult their DKU academic advisor to ensure that they will be using a DKU CR/NC option in an appropriate manner. Students who use S/U on a Duke course that cannot be transferred over as CR/NC at DKU will not earn credits for the course and may be ineligible to retake it at either institution.

For courses taken at universities other than Duke University: Transfer of academic credit from non-Duke host institutions or programs is neither automatic nor guaranteed. Students should approach course planning carefully and thoroughly familiarize themselves with advising materials and the course approval and transfer process detailed in the Office of Global Education website and Sakai site. Students should complete the course approval process before committing to attend any program. Most courses taken on study away programs are eligible to transfer to DKU as general elective credits, although suitable courses may be submitted for review as full equivalencies or thematic area equivalencies that fulfill major requirements. Only courses taken in which grades of C- or better have been earned are acceptable for transfer credit; courses taken at other institutions with CR/NC grading or the equivalent are not accepted for transfer credit. Students must be able to submit an official transcript, with credits and grades provided by the host institution to the Office of Registrar, DKU. All courses approved for transfer are listed on the student's permanent record at Duke Kunshan University, but grades earned are not recorded or used in determining the grade point average.

Insurance

Students are required to have insurance that covers them on-site while studying away. Medical costs and insurance fees/coverage vary by country; students and parents are ultimately responsible for their own medical coverage, and should carefully research and consider their needs throughout participation in a program. Some programs require proof of insurance separately, and others include insurance coverage in program participation fees.

Visas

Although most programs provide assistance or advice for arranging visas, students ultimately bear responsibility for understanding immigration policies for students in their study away countries, and for ensuring they are compliant with local immigration policy and laws. Similarly, students should research and understand all immigration policies related to their successful return to their home countries and/or DKU following their study away experience.

Part 9: Student Affairs and Campus Life

Student Affairs

The Office of Student Affairs supports the physical and psychological wellbeing of students while providing a global student centered co-curricular experience that encourages them to lead purposeful and productive lives.

We promote an inclusive and holistic community by challenging and supporting students with opportunities that foster self-awareness, cross cultural competence, and leadership skills while encouraging a sustained commitment to learning, integrity, and mutual respect.

Student Affairs Conceptual Framework

Every area in Student Affairs is guided by best practices rooted in student development theory. Student Affairs practitioners fully understand the developmental stages of college students and provide programs, services, and initiatives that meet the diverse needs of our domestic and international students from across the globe. Our intent is to challenge and support every student to be the best version of themselves academically, personally, and socially. In-keeping with the joint-venture nature of Duke Kunshan University, Student Affairs is a member of NASPA (Student Affairs Administrators in Higher Education) and ACPA (College Student Educators International), based in the United States, and also a member of APSSA (Asia Pacific Student Services Association) and IASAS (International Association of Student Affairs and Services). Student Affairs staff access professional development journals and training materials consistently to update themselves so that they may provide programs and services that meet the diverse needs of students from China and countries across the globe.

Core Values

- Cultural Competence:
- Health and wellness
- Critical Thinking
- Leadership
- Social Responsibility
- Respect

Residence Life

Our mission is to create opportunities to live, learn, and lead. Committed to creating these opportunities, Residence Life works collaboratively with students, parents, faculty, and staff to help residents navigate their DKU journey in a safe, diverse, inclusive, stimulating, and vibrant community. Along the way, we challenge and support residents to develop their potential, achieve their goals, and prepare for global citizenry. We are a department within the office of Student Affairs, reporting to the Dean of Student Affairs. Simply, Residence Life is responsible for the

community building aspects of living on campus. We oversee the RLC team, RA teams, community events and programs, and residential student conduct as well as the room application, assignment, and billing processes. For more information about Residence Life, see our website (https://dukekunshan.edu.cn/en/student-life/residence-life) or email us at residencelife@dukekunshan.edu.cn.

We work closely with, but are separate from, the Housing department, who is responsible for the facilities aspects of living on campus such as cleaning, maintenance, room inspections, work requests, indoor air quality, water drinkability, rental refrigerator coordination, and more.

Accommodations

All undergraduate students are required to reside on campus, all four years. On campus includes the main campus as well as any buildings off site that are owned, leased, or operated by the University.

Our residence halls are homes for the students who live there. Many people use the word "dorm" to describe the places students live on university campuses. "Dormitory" is word derived from the Latin for "sleep". Since our facilities are part of something far more impactful and meaningful than sleep alone, we use the term residence hall to describe any of the residential buildings. Each hall is supervised by a full-time Residence Life Coordinator, who also lives in the building. Further, each Residence Life Coordinator supervises a team of Resident Assistants who help students develop a sense of community. Information about each residence hall can be found online: https://dukekunshan.edu.cn/en/student-life/residence-life/residence-halls.

Room assignments are made by Residence Life, before the school year begins, through the Mercury system. Within the room assignment application, information about roommate matching, building preferences, and room type preferences will be collected, and students will sign a Room Assignment Agreement. While we collect these preferences, we ask for your understanding that there are limitations that don't enable us to give everyone exactly what they prefer. The options available and application timelines for different academic programs and levels is slightly different, so be sure to pay attention to emails sent by Residence Life and information posted online: https://dukekunshan.edu.cn/en/student-life/residence-life/applying-room-assignment.

Leadership Development

The Global Leadership Academy is designed to help students become global leaders who can positively impact the campus, Kunshan community, and the world. The Global Leadership Academy was created and rooted in a theoretical framework that helps students understand consciousness of self, congruence, commitment, common purpose, controversy with civility, collaboration, and citizenship. Throughout the six term, experience-tiered Academy growing in depth and breadth each term of participation, participants discover who they are as a leader,

explore different aspects of leaderships, and blaze their own trail of continued leadership development.

Campus Engagement

Campus Engagement serves students by offering programs that foster inter-cultural knowledge building and understanding, co-curricular learning, community involvement, peer-to-peer interaction, arts & cultural exploration, and personal development. These programs are done in partnership within the Campus Engagement areas of Arts & Culture, the Blue Oasis Student Center, Campus Programs, and Clubs and Organizations.

https://dukekunshan.edu.cn/en/student-life/campus-engagement.

Arts and Culture

Duke Kunshan University provides students an array of opportunities to expand, enhance, and explore the areas of Arts, Culture and Entertainment. This is done through various creative mediums such as visual arts and crafts workshops, performances, excursions incorporating artists and/or personalized crafts plus local cultural excursions to Shanghai and around Jiangsu Province. One DKU's signature programs is the Arts & Music Festival Week where many of these mediums come to life on campus. Other major series initiatives include, but are not limited to, Arts November, Creative Makers' Studio, and This is Jiangsu Series. We hope to provide students with opportunities to showcase their artistic talents and connect the community through arts and culture!

Blue Oasis Student Center

The Blue Oasis – DKU Student Center (BOSC) is a multi-functioned student centered space located by the lake at the Dayu Bay commercial street within less than 10-minute walk from the West Gate of the university. BOSC is a two-floor complex with different room setups to accommodate various types of events and activities. We welcome students to propose ideas and activities to support in implement them. Whether you want to study, hang out with your friends, or just come have fun at BOSC activities, this is the place to be! BOSC is staffed by student workers and is overseen by the Office of Campus Engagement.

The Blue OASIS – DKU Student Center - 'It is Student Centered here.'

Campus Programs

Learning occurs both inside the classroom as well as outside the classroom. At Duke Kunshan University, we believe that students who are involved in campus life through student leadership and participation in co-curricular activities such as sports, group excursions, service learning, voluntary community work, paid or un-paid internships, and cultural, social, and inter-cultural

events will not only build self-confidence in their personal development, they will also do work that benefits the campus community and the local community at large. Ultimately, students engaged in student involvement personally benefit from these experiences and community building opportunities. Check out the campus event calendar and opportunities at https://dukekunshan.campuslabs.com/engage.

A sample of some of our key student activities for students to engage and cross-culturally connect include weekly programs such as our DKU Cinema and DKU Spotlight programs which showcase movie showings and put on student performances respectively. Activities also include campus wide dances, arts & culture workshops and excursions, boardgame nights, and karaoke to name a few. To help students learn more about China, students can partake in a student excursion program called DKU Quest - Exploring China's Beauty and Mystery where students are taken across China on excursions to places like the Zhejiang Anji Baofu Bamboo Forest, a Sichuan Tibetan Village, Nanjing, Beijing and the Great Wall, Zhang Jia Jie National Park (Avatar Mountains), and Huangshan (Yellow) Mountains.

These activities constitute an exciting and important part of the Duke Kunshan University experience in serving the diverse needs and interests of our students and promoting connections outside the classroom. These opportunities also provide leadership skills, development opportunities and serve to empower students culturally, socially, and intellectually.

Student Clubs and Organizations

Duke Kunshan University offers clubs in various categories to meet the diverse cross-cultural and academic interests of the student body. Club categories include Arts and Performance, Community Service, Cultural, General Interest, Professional and Academic, Sports, and Student-Run Publications. As clubs, opportunities are created for leadership development and personal growth. To assist in this, all student clubs and organizations must have an advisor who is a faculty member or a full-time staff. All must go through an online and electronic process to be approved which includes a club/organizational constitution with a description of the organization, mission statement, membership details, and structure of its leadership and overall organization. DKU has over 65 active student clubs and organizations.

Athletics & University Sports

The Athletics Department oversees the Physical Education, Sport and Recreation programs at DKU. Overall, our varsity sports, recreation and physical activity program is designed to promote diversity in physical activity, reflect on students' interests, and provide an opportunity for intra-varsity competition.

We offer over 20 different sports and activities on a rolling basis. Clubs are generally categorized into recreational clubs that are simply for students' leisure, while varsity clubs have school teams that participate in various leagues and tournaments, and represent the university at the interscholastic competitions. Sport clubs also organize on-campus intramural competitions that run

throughout the year. We offer all the necessary support to help you start a new club if there is student interest in creating a club for activities that we do not offer.

Recreational activities are designed to take students off-campus and experience non-traditional activities. These activities range from hiking, rafting and caving trips, to visiting BMX ride arenas, professional game events and organizing student teams that compete in events such as the Suzhou Marathon, Dragon Boat race and Shanghai Mile.

Our facilities include a soccer stadium, outdoor multi-sport courts, and a fitness center that offers a range of cardio equipment, free weights and exercise machines, and hosts daily fitness classes such as yoga, Pilates, tai-chi, dance, and many others.

For more information about the club sports, fitness and recreation, PE program, and additional athletics and recreation programs, visit the DKU Athletics website: https://dukekunshan.edu.cn/en/campus-life/student-life/athletics.

Counseling and Psychological Services (CAPS)

Counseling services is an important part of the Duke Kunshan University community and it supports DKU student's mental health needs. We provide assistance to individuals to address mental health issues such as anxiety, depression and adjustment challenges. More importantly, CAPS provides services to help students cultivate resilience and psychological flexibility, and aims to create a healthy community through various community mental health engagement activities. CAPS places deep value in outreach programming and community engagement through various learning series on topics such as diversity, self-identity, self-confidence, how to form healthy intimate relationship, and how to live a meaningful college life.

CAPS is also charged with and is committed to providing educational opportunities for students with disabilities. CAPS uses a multifaceted team-based approach to determine eligibility for services and accommodations to qualified first-year students, sophomores, juniors, and seniors as well as graduate students. Our goal is to provide and coordinate accommodations that enable students with disabilities to have equal access to all Duke Kunshan University programs and activities. Services and accommodations are provided to students with a variety of disabilities including, but not limited to, learning disabilities, psychological disorders, mobility, and chronic health as well as other medical conditions.

Campus Health Clinic

The clinic provides basic medical services and first aid to students, and to faculty and staff on an emergency basis. It also provides workshops that educate the campus community on public health issues, and ways to prevent communicable diseases. Protocols are set up to handle medical emergencies on campus. The clinic aims to promote and enhance individual's personal health and well-being by staying fit, resulting in a healthy campus. All clinical staff members are expected to maintain the strictest confidentiality when handling Personal Health Information (PHI). Student Affairs staff members are trained to maintain confidentiality of student information, student data and records, and disciplinary records (with limited exceptions such as when there is a crisis or

crime being committed). The Clinic provides health education workshops to educate the campus community on handling emergency incidents, how to use an Automated External Defibrillator (AED), perform Cardiopulmonary Resuscitation (CPR), and apply First Aid. The clinic also provides seasonal flu immunizations.

Chinese Student Services and Student Mobility

This office provides military training, transitional support related with Dang'An, Hukou, and train ticket discounts based on MOE's prescriptive procedures only for Chinese mainland students. Military training is essential for Chinese mainland students to learn at minimum military related theory, physical training, and field survival training. The office usually facilitates military training by the end of the first academic year. The office receives the Dang'An from the student's high school, files and keeps it. The file is kept in the office for four years and transfers to the place where students will go after their graduation. The office works with the local the Public Security Bureau (Police) to receive Hukou students transferred from their hometown to be registered as local resident although it's not mandatory. The MOE provides a discount for round-trip train tickets between home and DKU twice a year. The office purchases and places the discount sticker in the student's booklet to certify the discount.

In addition to supporting Chinese students, Chinese Student Services provides a series of programs such as social practice, community service, and volunteer programs for all students. The intent is to promote interactions between Chinese students and international students to encourage diversity and inclusion within the DKU community.

International Student Services

This office provides visa information to international students, and works with the local Public Security Bureau (Police) and Entry-Exit Inspection and Quarantine Bureau (Immigration) to ensure the smooth processing of student visas, temporary residence permits, and residence registration for all students, both domestic Chinese and international students.

In addition to helping students with their legal onboarding requirements, International Student Services provides an array of university programs aimed at helping international students' integration with DKU, Kunshan and surrounding areas. Programs offered through this area allow for cross-cultural interaction among the very diverse student body at DKU.

Host Family Program

International Student Services facilitates pairing international students with local Kunshan families. It provides participants precious opportunities to be a part of the local community during their stay at DKU. The program creates intercultural experiences and language exchange opportunities and helps students expand their support system.

Student Conduct

Duke Kunshan University expects students to hold themselves to the highest standards for honesty, integrity, fairness, and responsibility in their academic and co-curricular endeavors. All students are expected to follow all university rules, policies, procedures, and processes. While there are various avenues for this, student need to familiarize themselves with the Student Code of Conduct. The handbook can be accessed via the intranet: http://in.dukekunshan.edu.cn/App. It is located at the bottom left under "Student Affairs."

Students living in on-campus residence are expected to abide by University rules on group living expectations and standards (Residence Life Policies), Health and Safety Policies, plus Residence Life Student Conduct processes and sanctions.

The Office of Student Conduct views student conduct as an educational process, when possible. While some violations can be so severe that separation from the community is required, when possible, we take into account the violation, nature of the offense, personal circumstances of the student and what lessons can be learned. The intent is that the student will learn and grow from the experience to become a more productive and engaged citizens of the community.

Part 10: Majors and Courses

Requirements for All Majors

All students regardless of their choice of major will be required to take the following courses. Other specific major requirements are listed under each major.

Common Core (12 Credits)

Course Code	Course Name	Course Credit
GCHINA 101	China in the World	4
GLOCHALL 201	Global Challenges in Science, Technology, and Health	4
ETHLDR 201	Ethics, Citizenship & the Examined Life	4

Distributional Requirement and Quantitative Reasoning Course Requirement (16 Credits)

Please see details in Part 3: The Curriculum.

Requirements	Course Credit
Arts and Humanities Distributional Requirement	4
Social Sciences Distributional Requirement	4
Natural and Applied Sciences Distributional Requirement	4
Quantitative Reasoning Course Requirement	4

Language Courses (8-16 Credits)

Please see details in Part 3: The Curriculum.

Students in the English for academic purposes (EAP) track are required to take eight credits of EAP courses - EAP 101A to EAP 102B; they can also take 200+ level EAP elective courses or WOC courses to further develop their academic English skills.

Students in the Chinese as Second Language (CSL) track need to take 8-16 credits of CHINESE courses appropriate to their Chinese skill level.

Students in the Third Language track can satisfy their foreign language requirement by taking 8 credits of written and oral communication (WOC) courses or Third Language (TLANG) independent study courses through the Language Learning Studio.

Two Signature Work Capstone Courses (8 credits)

Resulting in a Signature Work Product. Please see details in Part 3: The Curriculum.

Course Code	Course Name	Course Credit
CAPSTONE 495	Signature Work Capstone I	4
CAPSTONE 496	Signature Work Capstone II	4

Required Experiential Learning

1 Non-credit Mini-Term Course (Not required for the Class of 2022)
1 Signature Experiential Activity: Research, Internships, Community-Based Field Work, Civic Engagement

Majors (listed in alphabetical order)

Applied Mathematics and Computational Sciences with tracks in Computer Science and Mathematics

The Computer Science track is only available to the Class of 2025 and beyond.

We live in an era where the availability of unprecedented amounts of information and computing resources is erasing the traditional boundaries between disciplines. This is creating new opportunities for multidisciplinary teams to actively engage with and to change the world around them. Experts who combine deep disciplinary knowledge in Mathematics and Computer Science with interdisciplinary skills will play a leading role in such multidisciplinary teams.

Applied Mathematics and Computational Sciences is a highly interdisciplinary field which integrates concepts and principles from Mathematics and Computer Science and applies them to Sciences, Engineering, Humanities, and Business. Its distinctive character is an emphasis on modeling and computational thinking that is firmly based on solid theoretical foundations.

The vision of the major in Applied Mathematics and Computational Sciences is to educate students who combine world-class disciplinary education with the leadership and communication skills to facilitate interaction with other disciplines, and who can easily adapt to changing circumstances, trends, and societal needs. The major, in coordination with the Zu Chongzhi Center for Applied Mathematics and Computational Sciences, tracks the latest developments in academic and industrial research and prepares students for graduate studies and a competitive job market with a combination of skills that are not typically offered in traditional undergraduate Applied Mathematics and Computer Science programs.

The major in Applied Mathematics and Computational Sciences aims to let students explore Mathematics and Computer Science at three levels. First, within each discipline, traditional courses help students acquire the necessary foundational theoretical background. Second, at an interdisciplinary level, students explore the relation between the Mathematics track and the Computer Science track through the interaction of mathematical principles and programming in courses such as Numerical Analysis. The two tracks complement each other and integrate their disciplinary perspectives into coherent and distinctive problem-solving approaches. Third, students go beyond strict disciplinary boundaries in several courses that combine mathematical or computer science foundations with applications to other disciplines and applied projects that also prepare students for Signature Work outside their disciplinary boundaries.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Applied Mathematics and Computational Sciences/Computer Science

The Computer Science track is only available to the Class of 2025 and beyond.

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
Choose one course from the following two courses		
COMPSCI 101	Introduction to Computer Science	4
STATS 102	Introduction to Data Science	4
And complete the following courses		
MATH 201	Multivariable Calculus	4
MATH 202	Linear Algebra	4
MATH 205	Probability and Statistics	4
MATH 302	Numerical Analysis	4

Disciplinary Courses

Course Code	Course Name	Course Credit
COMPSCI 201	Introduction to Programming and Data Structures	4
COMPSCI 203	Discrete Math for Computer Science	4
COMPSCI 205	Computer Organization and Programming	4
COMPSCI 308	Design and Analysis of Algorithms	4
And choose one from the following three courses		
COMPSCI 306	Introduction to Operating Systems	4
COMPSCI 310	Introduction to Databases	4
COMPSCI 311	Computer Network Architecture	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
Architectures (Hardware and Cloud)		
COMPSCI 303	Search Engines	4
COMPSCI 401	Cloud Computing	4
Programming and Software Engineering		
COMPSCI 208 /MEDIART 206	Search Engines	4
COMPSCI 307	Cloud Computing	4
COMPSCI 320	Search Engines	4
COMPSCI 403	Cloud Computing	4
Machine Learning and AI		
COMPSCI 204	Introduction to Artificial Intelligence	4
COMPSCI 309	Elements of Machine Learning	4
MATH 405	Mathematics of Data Analysis and Machine Learning	4

Applied Mathematics and Computational Sciences/Mathematics (for the Class of 2025 and beyond)

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
Take one from the following three courses		
COMPSCI 101	Introduction to Computer Science	4
STATS 102	Introduction to Data Science	4
COMPSCI 201	Introduction to Programming and Data Structures	4
And complete the following courses		
MATH 201	Multivariable Calculus	4
MATH 202	Linear Algebra	4
MATH 205	Probability and Statistics	4
MATH 302	Numerical Analysis	4

Disciplinary Courses

Course Code	Course Name	Course Credit
MATH 303	ODE and Dynamical Systems	4
MATH 307	Complex Variables	4
MATH 308	Real Analysis	4
MATH 401	Abstract Algebra	4
And choose one course from the following four courses		
MATH 403	Partial Differential Equations	4
MATH 404	Stochastic Modeling & Computing	4
MATH 405	Methods for Data Analysis	4
MATH 406	Mathematical Modeling	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
MATH 301	Advanced Introduction to Probability	4
STATS 301	Statistics	4
MATH 306	Number Theory	4
MATH 316 / ECON 316	Discrete Time Finance	4
MATH 408	Differential Geometry	4
MATH 409	Topology	4
MATH 450	Measure and Integration	4

Applied Mathematics and Computational Sciences/Mathematics (for the Classes of 2022-2024)[11]

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
MATH 302	Numerical Analysis	4
MATH 303	ODE and Dynamical Systems	4
And choose two courses from the following four courses		
MATH 403	Partial Differential Equations	4
MATH 404	Stochastic Modeling & Computing	4
MATH 405	Methods for Data Analysis	4
MATH 406	Mathematical Modeling	4

[11] Students from the Classes of 2022-2024 who prefer to meet the major requirements for Applied Mathematics and Computational Sciences with a track in Mathematics for the Class of 2025 and beyond must contact the Office of Undergraduate Advising. (See section on Major Requirements in Part 3).

Disciplinary Courses

Course Code	Course Name	Course Credit
MATH 201	Multivariable Calculus	**4**
MATH 202	Linear Algebra	4
MATH 205	Probability and Statistics	4
MATH 307	Complex Variables	4
MATH 308	Real Analysis	4
MATH 401	Abstract Algebra	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
MATH 301	Advanced Introduction to Probability	4
STATS 301	Statistics	4
MATH 306	Number Theory	4
MATH 316 / ECON 316	Discrete Time Finance	4
MATH 408	Differential Geometry	4
MATH 409	Topology	4
MATH 450	Measure and Integration	4

Behavioral Science with tracks in Psychology and Neuroscience

This major is not available to the Class of 2022. It is available for the Class of 2023 and beyond.

The new field of *behavioral science* seeks to understand how humans think and act within their environments and how policies can shape that behavior. For example, research showing the power of default options on decision making has led to the introduction of "opt-out" policies for decisions like becoming an organ donor or contributing to one's retirement account, leading to marked increases in participation (e.g., millions of newly eligible organ donors). Across many institutions – governmental, educational, and corporate – effective interventions rely on an understanding of human behavior. Behavioral science has been commonly applied to problems in marketing, health science, financial investing, charitable giving, human factors and environmental design, and education.

The twin goals of behavioral science – understanding mechanisms of individual behavior and developing policies that shape that behavior – require students to develop a knowledge base drawn from several disciplines. Empirical behavioral science research draws upon the methods of *psychology* (and, more recently, *neuroscience*) to create well-designed experiments and measures. *Computational modeling* and *statistics* have become increasingly important for isolating the variables that shape behavior, especially when examining the consequences of large-scale interventions. Applications to policy often require disciplinary knowledge in *behavioral economics, political psychology, marketing,* or another field. And, considering the implications of new policies benefits from expertise in *philosophy* and *ethics*. In summary, an integrated course of study in behavioral science will combine disciplinary knowledge with the abilities to evaluate experimental designs, to draw conclusions from experimental data, and to link concepts across levels of analysis from individual behavior to societal policies.

Behavioral science will provide a distinct program of study for DKU undergraduates – one that integrates research approaches and theories currently spread across the social sciences (and some of the natural sciences). Because the most common empirical approaches in sociology, economics, and political science all involve analysis of population-level data (e.g., large panel surveys, census records), students in those majors typically gain expertise working with and evaluating datasets collected by others. Behavioral science provides a complementary approach that develops expertise in experimental methods.

To identify the difference between these approaches, consider a student interested in how demography predicts voting behavior. Through a traditional social science major – say, political science or sociology – that student could learn to analyze census data, voting records, and economic variables to create models at the societal level. Or, by choosing to major in Behavioral Science, that same student could conduct laboratory experiments that test predictions about group identity and political affiliation – and then use her findings to design field experiments that manipulate self-identity and measure real-world political preferences. This latter skillset has become increasingly valued by policymakers, who use the methods of behavioral science to guide their social interventions.

Through its interdisciplinary component, students will gain core skills that have broad relevance for modern societal challenges, while retaining a grounding in a traditional academic discipline like psychology or neuroscience. Moreover, it could be readily integrated with other social science disciplines (e.g., economics, political science, sociology) based on student demand. Because of its focus on how an individual interacts with her environment, it will attract interest from students who think globally or cross-culturally. For example, encouraging pro-environmental behaviors may require somewhat different policies in the US, China, or another country, depending on cultural and economic factors. Students exploring a behavioral science major at DKU will not only receive a broad-based liberal arts education, but also gain highly marketable skills in experimental design, data analysis, and implementing research into policy.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Behavioral Science / Psychology

Divisional Foundation Courses

Course Code	Course Name	Course Credit
BIOL 110	Integrated Science - Biology	4
SOSC 101	Foundational Questions in Social Science	4
STATS 101*	Introduction to Applied Statistical Methods	4
And choose one from the following 2 courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
* Students who are more interested in computational modeling can take MATH 205 Probability and Statistics as a substitute for STATS 101.		

Interdisciplinary Courses

Course Code	Course Name	Course Credit
BEHAVSCI 101	Introduction to Behavioral Science	4
BEHAVSCI 102	Mechanisms of Human Behavior	4
BEHAVSCI 201	Individuals and Their Decisions	4
BEHAVSCI 202	Institutions, Groups, and Society	4
BEHAVSCI 401	Moving Beyond Nudges	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PSYCH 101	Introductory Psychology	4
BEHAVSCI 402	Judgement and Decision Making	4
And choose three courses total from Course Clusters I and II, with at least one course from each cluster		
Course Cluster I		
PSYCH 102	Cognitive Psychology	4
PSYCH 103	Developmental Psychology	4
PSYCH 104	Social Psychology	4
Course Cluster II		
NEUROSCI 102	Biological Basis of Behavior	4
PSYCH 105	Abnormal Psychology	4
NEUROSCI 212	Cognitive Neuroscience	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
PSYCH 110	Mindfulness, Stress, and Health: Eastern and Western Perspectives	4
NEUROSCI 202	Medical Neuroscience	4
BEHAVSCI 203	Comparative Analysis of Behavior	2
BEHAVSCI 204	Experimental Philosophy	4
GLHLTH 301	Global Health Research Methods	4
PUBPOL 303	Policy Choice as Value Conflict	4
ECON 309	Behavioral Finance	4

POLSCI 313 /PSYCH 313	Political Psychology	4
ECON 333/ SOSC 333	Social and Economic Networks	4

Behavioral Science / Neuroscience

Divisional Foundation Courses

Course Code	Course Name	Course Credit
BIOL 110	Integrated Science - Biology	4
SOSC 101	Foundational Questions in Social Science	4
STATS 101*	Introduction to Applied Statistical Methods	4
And choose one from the following 2 courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
* Students who are more interested in computational modeling can take MATH 205 Probability and Statistics as a substitute for STATS 101.		

Interdisciplinary Courses

Course Code	Course Name	Course Credit
BEHAVSCI 101	Introduction to Behavioral Science	4
BEHAVSCI 102	Mechanisms of Human Behavior	4
BEHAVSCI 201	Individuals and Their Decisions	4
BEHAVSCI 202	Institutions, Groups, and Society	4
BEHAVSCI 401	Moving Beyond Nudges	4

Disciplinary Courses

Course Code	Course Name	Course Credit
NEUROSCI 102	Biological Basis of Behavior	4
BEHAVSCI 205	Systems and Circuits	4
NEUROSCI 212	Cognitive Neuroscience	4
NEUROSCI 301	Research Methods in Neuroscience	4
BEHAVSCI 301	Computational Neuroscience	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
PSYCH 110	Mindfulness, Stress, and Health: Eastern and Western Perspectives	4
NEUROSCI 202	Medical Neuroscience	4
BEHAVSCI 203	Comparative Analysis of Behavior	2
BEHAVSCI 204	Experimental Philosophy	4
GLHLTH 301	Global Health Research Methods	4
PUBPOL 303	Policy Choice as Value Conflict	4
ECON 309	Behavioral Finance	4
POLSCI 313 /PSYCH 313	Political Psychology	4

Computation and Design with tracks in Computer Science, Digital Media, and Social Policy

This major is only available to the Class of 2025 and beyond.

Computer science is an intellectually rich and rapidly growing field that has had a profound effect on our society and everyday lives. Today, this field continues to expand in scope and depth and will remain an exciting place to work and learn in coming years. Computer Science majors are in high demand for well- paying jobs in technology, science, business, healthcare, and other sectors. At the same time, the wide- ranging impact of computer science tools and methods demands careful design of the algorithms and systems by which we deploy them, as well as an ability to critique their assumptions and effects in terms of social policy, media and communications, and the arts.

The structure of the Computation and Design major combines foundational computer science knowledge with a diverse range of potential applications, which are presented within a wider context of scientific, social, and cultural challenges. Students in this major take five courses in common: Computation, Society and Culture; Computation and Problem Solving, Programming and Data Structures, Modeling and Predicting, and Digital Design.

The major offers three distinct disciplinary tracks:

- The Computer Science track focuses on the fundamentals of program design, software development, computer organization, systems and networks, theories of computation, principles of languages, and advanced algorithms and data.
- The Social Policy track focuses on database systems, semantic knowledge production, and structured data to inform policy and shape reflective analysis. The track allows students to pursue three domain concentrations: urban design, environmental sustainability, and global networks.
- The Digital Media track focuses on the application of computational media methods to cultural production at the intersection of design, technology, and society. It combines core courses on web design and data visualization with a selection of advanced courses such as 3D programming, human-computer interaction, interaction and physical computing, geographic information systems, and speculative and critical design.

A focus on design thinking unites these tracks at the outset, and later in the senior seminar course, where students recombine into project groups to pursue collaborative projects.

The deeply interdisciplinary focus of the curriculum allows students from a wide range of backgrounds and interests the opportunity to develop sufficient depth in computational methods to engage in informed realization of their potential. The tripartite structure of the major allows students to specialize within the context of Computation and Design while providing opportunities to come together in creative, problem- based teams. We anticipate that this sustained engagement with computation and design as the over-arching framework for their study will help to ensure that the students acquire breadth, depth, and an ability to collaborate in cross-functional teams.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Computation and Design / Computer Science

Divisional Foundation Courses

Course Code	Course Name	Course Credit
MATH 205	Probability and Statistics	4
And choose one of the following two courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And choose one of the following three courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
Choose one of the following two courses		
COMPSCI 101	Introduction to Computer Science	4
STATS 102	Introduction to Data Science	4
And complete the following courses		
INFOSCI 102	Computation and Problem Solving	4
INFOSCI 103	Computation, Society & Culture	4
INFOSCI 104	Design Perspectives	4
STATS 202	Modeling and Predicting	4
COMPDSGN 490	Senior Seminar	4

Disciplinary Courses

Course Code	Course Name	Course Credit
COMPSCI 201	Introduction to Programming and Data Structures	4
COMPSCI 203	Discrete Math for Computer Science	4
COMPSCI 205	Computer Organization and Programming	4
COMPSCI 308	Design and Analysis of Algorithms	4
And choose one from the following three courses		
COMPSCI 306	Introduction to Operating Systems	4
COMPSCI 310	Introduction to Databases	4
COMPSCI 311	Computer Network Architecture	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
COMPSCI 204	Introduction to Artificial Intelligence	4
COMPSCI 210	Everything Data	4
ECON 211	Intelligent Economics: An Explainable AI approach	2
COMPSCI 302	Computer Vision	4
STATS 302	Principles of Machine Learning	4
COMPSCI 303	Search Engines	4
COMPSCI 304	Speech Recognition	4
COMPSCI 307	Software Design and Implementation	4
COMPSCI 309	Elements of Machine Learning	4
COMPSCI 320	Software Reliability	4
COMPSCI 401	Cloud Computing	4
STATS 401	Data Acquisition and Visualization	4

COMPSCI 402	Artificial Intelligence	4
STATS 402	Interdisciplinary Data Analysis	4
STATS 403	Deep Learning	4

Computation and Design / Digital Media

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one of the following two courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And choose one of the following two courses		
ARHU101	The Art of Interpretation: Written Texts	4
ARHU102	The Art of Interpretation: Image and Sound	4
And complete the following course		
STATS 101	Introduction to Applied Statistical Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
Choose one of the following two courses		
COMPSCI 101	Introduction to Computer Science	4
STATS 102	Introduction to Data Science	4
And complete the following courses		
INFOSCI 102	Computation and Problem Solving	4
INFOSCI 103	Computation, Society & Culture	4
INFOSCI 104	Design Perspectives	4
STATS 202	Modeling and Predicting	4
COMPDSGN 490	Senior Seminar	4

Disciplinary Courses

Course Code	Course Name	Course Credit
Take the following two courses		
MEDIART 213	Foundations of Web-Based Multimedia Communications	4
INFOSCI 301	Data Visualization and Information Aesthetics	4
And choose three of the following six domain courses		
INFOSCI 201	Interaction & Physical Computing	4
INFOSCI 202	3D Modeling and Animation	4
INFOSCI 303	Historical Geographical Information Systems	4
INFOSCI 304	Unity 3D Programming and Interaction Design	4
INFOSCI 306	Machine Reading: APIs for Text and Image Analysis for the Arts and Humanities	4
INFOSCI 309	Speculative and Critical Design	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
INFOSCI 105	Experimental Interface Design	4
MEDIART 106	The Visual Culture of News, Past and Present	4
COMPSCI 201	Introduction to Programming and Data Structures	4
STATS 201	Introduction to Machine Learning for Social Science	4
GCULS 201	Culture and Industry	4
INFOSCI 206	Urban Data Visualization and Communication Methods	2
MEDIART 208	Comparative Media Systems and Chinese Mass Media	4
COMPSCI 210	Everything Data	4
HIST 211	Media History: Old and New	4
MEDIART 211	Media, Arts, and Critical Theory	4

MEDIART 214	Media Theory	4
HIST 220	Global Media History	4
POLSCI 302	Public Opinion	4
INFOSCI 302	Introduction to Geographical Information Science	4
INFOSCI 305	Virtual Museums and Digital Culture Heritage	4
LIT 307	Digital Storytelling	4
INFOSCI 307	Archives Alive	4
MEDIART 307	International Communication	4
INFOSCI 308	Data and Visualization	4
INFOSCI 311	Digital Cities: Representing the Past and Building the Future	4
SOSC 314	Computational Social Science: Tools to Collect & Analyze Human Behavior Using Data from the Internet	4
SOSC 315	Urban Sociology	4
MEDIART 320	Hashtag Memes, Digital Tribes	4
INFOSCI 401	How They Got Game: History and Culture of Interactive Simulations and Video Games	4

Computation and Design / Social Policy

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one of the following two courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
STATS 101	Introduction to Applied Statistical Methods	4
SOSC101	Foundational Questions in Social Science	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
Choose one of the following two courses		
COMPSCI 101	Introduction to Computer Science	4
STATS 102	Introduction to Data Science	4
And complete the following courses		
INFOSCI 102	Computation and Problem Solving	4
INFOSCI 103	Computation, Society & Culture	4
INFOSCI 104	Design Perspectives	4
STATS 202	Modeling and Predicting	4
COMPDSGN 490	Senior Seminar	4

Disciplinary Courses

(Choose 2 Methods Courses and 3 Concentration Courses from the same concentration)

Course Code	**Course Name**	**Course Credit**
Methods Courses		
STATS 201	Introduction to Machine Learning for Social Science	4
COMPSCI 206/ ECON 206	Computational Microeconomics	4
STATS 305	Study Design: Design of Surveys and Causal Studies	4
SOSC 314	Computational Social Science: Tools to Collect & Analyze Human Behavior Using Data from the Internet	4
SOSC 320	Data in the World: Applied Social Statistics	4
Urban Design Concentration Courses		
PUBPOL 204	Governing Cities	4
ECON 310	Urban Economics	4
SOSC 315	Urban Sociology	4
SOSC 405	The Future of the City	4
Environmental Sustainability Concentration Courses		
EHTLDR 204	Environmental Ethics	4
ENVIR 206	Energy and the Environment	4
ENVIR 301	International Environmental Policy	4
ENVIR 302/ECON 302	Environmental Economics & Policy	4
Global Networks Concentration Courses		
CULMOVE 101	Cultures of Globalization	4
POLECON 201	International Political Economy	4
POLSCI 309	Networks in a Globalizing World	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
Electives related to Urban Design Concentration		
GCULS 106	Our Cities and Ourselves	2
PUBPOL 106	Urbanizing China: Spatial and Social Dynamics in Chinese Cities	2
HIST 205	Shanghai: From Treaty Port to Global Metropolis	4
INFOSCI 206	Urban Data Visualization and Communication Methods	2
SOCIOL 211	Social Inequality	4
POLSCI 215	The Political History of Modern Architecture: From Revolution through Neoliberalism	4
GCULS 303	Chinatowns: A Cultural History	4
POLSCI 307	Political Economy of Institutions	4
HIST 311	Documenting Durham and the New South	4
INFOSCI 302	Introduction to Geographical Information Science	4
Electives related to Environmental Sustainability Concentration		
ENVIR 205	Environment, Health, and Development in China	4
INFOSCI 206	Urban Data Visualization and Communication Methods	2
INFOSCI 302	Introduction to Geographical Information Science	4
ECON 311	Economic Analysis of Current Energy Issues	4
ENVIR 401	Energy and Environment Design	4
ENVIR 404/ECON 404	Environmental Justice: The Economics of Race, Place and Pollution	4
Electives related to Global Networks Concentration		
CULMOVE 201	Migration, Inequality, and Culture	4
SOSC 203	The Social, Political, and Economic Implications of Immigration	4

INFOSCI 206	Urban Data Visualization and Communication Methods	2
CULANTH 208	Global Migration and Ethics	4
LIT 209	Critical Inter-Asia: Rethinking Local and Global Connections	4
CULANTH 209	Globalization and Alternative-Globalizations	4
GCULS 302	Gender in Global Perspective	4
INFOSCI 302	Introduction to Geographical Information Science	4
MEDIART 307	International Communication	4
ECON 307	History of Monetary & International Crises	4
MEDIART 320	Hashtag Memes, Digital Tribes	4
ECON 333/ SOSC 333	Social and Economic Networks	4
ECON 402	International Finance	4

Cultures and Movements with tracks in Cultural Anthropology, Sociology and World History

Culture and movements are two interdependent areas of inquiry studied across the social sciences that have implications for understanding contemporary public discourse, policy debates, and current events. Culture refers to the ways people act and interact, the material objects that shape their lives, the social and political organizations that shape social action, and how these change over time. Nearly every human action is shaped in some way by the cultural context in which it is embedded. Movements refer to the interactions and dynamics of practices, values, beliefs, economic systems and institutions over time and include—but are not limited to—social, political, and economic changes that reflect where a society has been and that shape where it may go in the future. Cultural perspectives are uniquely positioned to shed light on movements by providing insight into how movements are shaped by—and how they shape—the broader society in which they occur. Cultural perspectives also contribute to understanding movements by clarifying the internal functioning of the social organizations that create and are changed by movements.

This major has three tracks, Cultural Anthropology, Sociology, and World History, each of which provides students the opportunities for academic study and applied research and practice. Students in this major will be exposed to interdisciplinary approaches to both theoretical understanding of culture and movements and the methods used to study related issues. Theoretical approaches include individual-centered, pragmatist, structuralism, cognitive, and political orientations. Methodological approaches incorporate ethnographic, survey research, network analysis, computational, and other approaches. By their senior year, students will have the skills to read cutting-edge research in this interdisciplinary field and will be equipped to compete for jobs with policy organizations, corporations, NGOs, and other top employers. They will also be well-prepared to apply to graduate programs in the social sciences, public policy, history, and management.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Cultures and Movements / Cultural Anthropology

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
CULMOVE 101	Cultures of Globalization	4
CULMOVE 201	Migration, Inequality and Culture	4
CULMOVE 202	Culture and Social Movements	4
CULMOVE 203	Wealth, Inequality and Power	4
CULMOVE 301	Social Science Perspectives on China: From the Socialist Past to the Global Present	4
CULMOVE 390	Junior Seminar: Advanced Topics	4
CULMOVE 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
CULANTH 206	The Ethnography of China: New Directions	4
CULANTH 211	Gender, Mobility and Labor	4
CULANTH 302	Field Methods	4
And choose two courses from the following five courses		

CULANTH 207	Cultures of New Media	4
CULANTH 208	Global Migration and Ethics	4
CULANTH 304	The Anthropology of Doing Good: China and Beyond	4
CULANTH 305	The Culture of Development: Africa	4
CULANTH 405	Medical Anthropology	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
CULANTH 101	Introduction to Cultural Anthropology	4
CULANTH 105	Sound in Everyday Life; Anthropological Perspectives	4
CULANTH 106	Home, House, and Housing: An Anthropological Exploration of Human Dwellings	4
GCULS 106	Our Cities and Ourselves	2
PUBPOL 106	Urbanizing China: Spatial and Social Dynamics in Chinese Cities	2
CULMOVE 115	Displacement and Identity: Stories of Diasporic Migration in China and the World	2
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
CULANTH 209	Globalization and Alternative-Globalizations	4
CULANTH 214/POLSCI 214	Authoritarianism and the Struggle for Democracy in Latin America	4
CULANTH 303	Politics of Food: Land, Labor, Health, and Economics	4
CULANTH 306	Borders, Boundaries and Ethnic Peoples in China	4
SOCIOL 306	Contemporary Population Problems	4
CULANTH 314 /POLSCI 314	Refugees and the Biopolitics of Citizenship	4
HIST 315/ CULANTH 315	Why Be a Bandit?	4

Cultures and Movements / Sociology

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
CULMOVE 101	Cultures of Globalization	4
CULMOVE 201	Migration, Inequality and Culture	4
CULMOVE 202	Culture and Social Movements	4
CULMOVE 203	Wealth, Inequality and Power	4
CULMOVE 301	Social Science Perspectives on China: From the Socialist Past to the Global Present	4
CULMOVE 390	Junior Seminar: Advanced Topics	4
CULMOVE 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
SOCIOL 110	Sociological Inquiry	4
SOCIOL 202	Sociology of Culture	4
SOCIOL 305	Theory and Society	4
And choose two courses from the following five courses		
STATS 101	Introduction to Applied Statistical Methods	4
SOCIOL 111	Contemporary Social Problems	4
SOCIOL 180	Society, the Self, and the Changing Natural World	4

SOCIOL 204	Identity, Action, and Emotion	4
SOCIOL 211	Social Inequality	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
SOCIOL 104	Love, Marriage, and Family in Comparative Perspective	4
PUBPOL 106	Urbanizing China: Spatial and Social Dynamics in Chinese Cities	2
CULMOVE 115	Displacement and Identity: Stories of Diasporic Migration in China and the World	**2**
SOSC 203	The Social, Political, and Economic Implications of Immigration	4
SOCIOL 205	Gender, Work, and Organizations	4
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
SOCIOL 301	Race, Ethnicity, and Citizenship	4
CULANTH 306	Borders, Boundaries and Ethnic Peoples in China	4
SOCIOL 306	Contemporary Population Problems	4
POLSCI 311/ SOCIOL 311 /PHIL 311	The Political and Social Thought of Hannah Arendt	4
CULANTH 314 /POLSCI 314	Refugees and the Biopolitics of Citizenship	4
SOSC 320	Data in the World: Applied Social Statistics	4
ECON 333/ SOSC 333	Social and Economic Networks	4

Cultures and Movements / World History

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
CULMOVE 101	Cultures of Globalization	4
CULMOVE 201	Migration, Inequality and Culture	4
CULMOVE 202	Culture and Social Movements	4
CULMOVE 203	Wealth, Inequality and Power	4
CULMOVE 301	Social Science Perspectives on China: From the Socialist Past to the Global Present	4
CULMOVE 390	Junior Seminar: Advanced Topics	4
CULMOVE 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
HIST 201	History Methods and Research	4
And choose one of the following five Pre-Modern World History courses		
HIST 111	Ancient Roots to Global Routes	4
HIST 112	History of the Indian Ocean World	4
HIST 113	Peoples and Cultures of Ancient South Asia, 3500BCE-1750CE	4
HIST 202	World History and Global Interactions	4
HIST 312	Southeast Asia and the Rise of Global Trade	4

And choose one of the following three Modern World History courses		
HIST 110	Historical Perspectives on Contemporary Global Issues	4
HIST 313	Southeast Asia from the Age of Imperialism to the Global Cold War	4
HIST 410	The Spice Race: How the Spice Trade shaped our World	4
And a third 4-credit World History course (200-400 level) (i.e., history courses among the electives recommended for this major or other history courses listed under pre-modern or modern World History courses)		4
And one 4-credit non-World History course (100-400 level) (i.e., any history course not listed among the electives recommended for this major)		4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
PUBPOL 106	Urbanizing China: Spatial and Social Dynamics in Chinese Cities	2
HIST 107	Gandhi and Moral Leadership	4
GCULS 108	Science, Culture, and Politics	2
HIST 114	Modern South Asia	4
CULMOVE 115	Displacement and Identity: Stories of Diasporic Migration in China and the World	2
HIST 115	Brides of the Sea: Trading Cities in the Indian Ocean World, 200BCE to 2000CE	2
HIST 116	Mughal India Through the Eyes of European Travelers	2
HIST 121	Pan-Africanism: Global Story of an American Idea	2
HIST 204	Asia in World History	4
HIST 206	World History in Seven Meals	2
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
CULANTH 214/ POLSCI 214	Authoritarianism and the Struggle for Democracy in Latin America	4

CULANTH 306	Borders, Boundaries and Ethnic Peoples in China	4
POLSCI 312	Islamic Political Thought	4
HIST 314	Writing the History of War	4
HIST 315/ CULANTH 315	Why Be a Bandit?	4
HIST 317	The Global First World War	4
HIST 411	Seeing History from the Mountains and the Seas: Ethnographic histories of Asia	4
HIST 412	Global Labor History	4

Data Science

The field of Data Science deals with the theories, methodologies and tools of applying statistical concepts and computational techniques to various data analysis problems related to science, engineering, medicine, business, etc. The objective is to inspect, clean, transform and model data in order to discover useful information, suggest conclusions and support decision-making. It is an emerging topic that plays a critical role in almost every discipline of today's science and technology and has become an indispensable component.

Data science is a highly interdisciplinary field. Data Science methodologies are mostly derived from statistics theories. The computational algorithms for implementing these statistical methodologies are based upon numerical computation and optimization, and are often executed on a large-scale hardware platform composed of massive computing units and storage devices. These kinds of data analyses can be applied to a wide range of specific problems across the natural and social sciences and serve as the foundation for artificial intelligence. Data Science can be extensively applied to economics, biology, health care, quantitative social science including global health and environmental science, and humanities (e.g., digital media). Numerous new applications are being discovered, and established techniques are being applied in new ways to solve emerging problems. Meanwhile, a variety of career opportunities are open to students with appropriate training in interdisciplinary data science.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following 2 Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
COMPSCI 201	Introduction to Programming and Data Structures	4
STATS 302	Principles of Machine Learning	4
STATS 303	Statistical Machine Learning	4
STATS 401	Data Acquisition and Visualization	4
STATS 402	Interdisciplinary Data Analysis	4

Disciplinary Courses

Course Code	Course Name	Course Credit
MATH 201	Multivariable Calculus	**4**
MATH 202	Linear Algebra	4
MATH 205	Probability and Statistics	4
STATS 210	Probability, Random Variables and Stochastic Processes	4
COMPSCI 301	Algorithms and Databases	4
MATH 304	Numerical Analysis and Optimization	4
MATH 305	Advanced Linear Algebra	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
STATS 102	Introduction to Data Science	4
COMPSCI 207	Image Data Science	4
ECON 211	Intelligent Economics: An Explainable AI approach	4
COMPSCI 302	Computer Vision	4

COMPSCI 303	Search Engines	4
COMPSCI 304	Speech Recognition	4
STATS 304	Bayesian and Modern Statistics	4
COMPSCI 320	Software Reliability	4
SOSC 320	Data in the World: Applied Social Statistics	4
COMPSCI 401	Cloud Computing	4
COMPSCI 402	Artificial Intelligence	4
STATS 403	Deep Learning	4
STATS 404	Probabilistic Graphical Models	4

Environmental Science with tracks in Biogeochemistry, Biology, Chemistry, and Public Policy

The pressing needs for sustainable development and acceptable environmental quality are placing increasing demands upon governments and industries locally, nationally, and worldwide. To help meet those demands, the Environmental Science major provides training for students intending to enter environmental professions or to pursue graduate study in environmental science and related fields such as biology, chemistry, public health, law, and policy. The major offers an interdisciplinary course of study that combines elements of the natural and social sciences relevant to understanding the biosphere and its interaction with human society.

The Biogeochemistry track is designed for students interested in analysis of links between environmental systems and other Earth system processes including biological, chemical, and geologic forces. Studies focus on global and local cycles of chemicals like carbon, nitrogen, and water that ultimately lead to global environmental change. Students selecting this major and track will receive interdisciplinary training in environmental science with a focus on ecosystem sciences and will be uniquely prepared to solve short and long-term challenges related to human-mediated global climate change and environmental degradation.

The Biology track is designed for students interested in a biological perspective on environmental science. Students learn the processes that connect living organisms to their environment at the molecular, cellular, physiological, organismal, and population levels. The track is designed to encourage breadth in the life sciences and allows students to acquire depth in a chosen area of scientific concentration through the choice of electives. This track prepares students for careers in research, medicine, agriculture, and environmental management.

The Chemistry track within the Environmental Science major is designed for students interested in a scientific perspective on environmental issues, in particular chemistry, toxicology, and pollutant fate and transport. The track is designed to encourage breadth in the physical sciences and allows students to acquire depth in a chosen area of scientific concentration through the choice of electives. This track prepares students for careers in research, chemistry, and environmental management.

The Public Policy track is designed for students interested in the social, cultural, economic, and political aspects of environmental sciences. The track provides a healthy balance between basic sciences and public policy aspects to prepare graduates for translating this knowledge into meaningful action and innovative policy solutions.

The Environmental Science major includes both coursework and experiential learning about the underlying science, and the social, political, legal and economic factors that both encourage and hinder environmental cooperation and competition around the world. All students pursuing this major must complete a set of required Divisional Foundational courses that provide the required background and fundamentals in the discipline essential to advanced work in the major. The major includes a set of five required interdisciplinary courses (four set courses plus one to choose from a list of three courses) which provide a well-rounded, in-depth examination of environmental science and policy issues. In addition to the foundational and interdisciplinary and disciplinary

requirements, students also have the choice of a number of elective courses that provide flexibility to add depth in their specific field of study, and/or explore other subject matters as they see fit.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Environmental Science / Biogeochemistry

Divisional Foundation Courses

Course Code	**Course Name**	**Course Credit**
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	**Course Name**	**Course Credit**
ENVIR 101	Introduction to Environmental Sciences	4
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
ENVIR 201	Applied Environmental Science and Policy	4
ENVIR 301	International Environmental Policy	4
And choose one from the following three courses		
ENVIR 202	Biodiversity and Conservation	4
ENVIR/ECON 302	Environmental Economics & Policy	4
ENVIR/ECON 404	Environmental Justice: The Economics of Race, Place and Pollution	4

Disciplinary Courses

Course Code	Course Name	Course Credit
BIOL 208	General Ecology	4
BIOL 311	Biogeochemistry	4
And choose one from the following two courses		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 205	Probability and Statistics	4
And choose one from the following two courses		
BIOL 312	Ecophysiology	4
ENVIR 315	Aqueous Geochemistry	4
And choose one from the following two courses		
BIOL 313	Ecosystem Service	4
BIOL 319	Global Change Biology	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
BIOL 201	Cell and Molecular Biology	4
ENVIR 202	Biodiversity and Conservation	4
INFOSCI 302	Introduction to Geographical Information Science	4
ENVIR 304	Environmental Chemistry and Toxicology	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
BIOL 318	Food Web Ecology	4
BIOL 405	Microbial Ecology	4
ENVIR 306	Water Pollution	4

Environmental Science / Biology

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
ENVIR 101	Introduction to Environmental Sciences	4
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
ENVIR 201	Applied Environmental Science and Policy	4
ENVIR 301	International Environmental Policy	4
And choose one from the following three courses		
ENVIR 202	Biodiversity and Conservation	4
ENVIR/ECON 302	Environmental Economics & Policy	4
ENVIR/ECON 404	Environmental Justice: The Economics of Race, Place and Pollution	4

Disciplinary Courses

Course Code	Course Name	Course Credit
BIOL 201	Cell and Molecular Biology	4
CHEM 201	Organic Chemistry I	**4**
BIOL 208	General Ecology	4
BIOL 212	Microbiology	4
BIOL 202	Genetics and Evolution	4
BIOL 305	Introduction to Biochemistry	4
And choose one from the following two courses		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 205	Probability and Statistics	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
BIOL 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
GLHLTH 301	Global Health Research Methods	4
INFOSCI 302	Introduction to Geographical Information Science	4
BIOL 306	Cell Signaling and Diseases	4
ENVIR 306	Water Pollution	4
BIOL 307	Cancer Genetics	4
BIOL 308	Evolution of Infectious Diseases	4
BIOL 309	Comparative Vertebrate Anatomy	4
BIOL 310	Developmental Biology	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4

Environmental Science / Chemistry

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
ENVIR 101	Introduction to Environmental Sciences	4
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
ENVIR 201	Applied Environmental Science and Policy	4
ENVIR 301	International Environmental Policy	4
And choose one course from the following three courses		
ENVIR 202	Biodiversity and Conservation	4
ENVIR 302 / ECON 302	Environmental Economics	4
ENVIR 404 / ECON 404	Environmental Justice: The Economics of Race, Place and Pollution	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PHYS 122	General Physics II	4
CHEM 150	General Chemistry II	4
MATH 201	Multivariable Calculus	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 301	Elements of Physical Chemistry	4
CHEM 401	Analytical Chemistry	4
CHEM 402	Inorganic Chemistry	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. The course list will be updated periodically.

Course Code	Course Name	Course Credit
CHEM 130	Science of Cooking	4
ENVIR 203	The Theory and Practice of Sustainability	4
ENVIR 303	Climate Change and Society in China	4
ENVIR 304	Environmental Chemistry and Toxicology	4
ENVIR 306	Water Pollution	4
ENVIR 311 / BIOL 311	Biogeochemistry	4
ENVIR 313 / BIOL 313	Ecosystem Service	4
ENVIR 315 / CHEM 315	Aqueous Geochemistry	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
ENVIR 402	Chemical Transformation of Environmental Contaminants	4
CHEM 403	Advanced Topics in Physical Chemistry	4

Environmental Science / Public Policy

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
ENVIR 101	Introduction to Environmental Sciences	4
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
ENVIR 201	Applied Environmental Science and Policy	4
ENVIR 301	International Environmental Policy	4
And choose one course from the following three courses		
ENVIR 202	Biodiversity and Conservation	4
ENVIR 302 /ECON 302	Environmental Economics & Policy	4
ENVIR 404 /ECON 404	Environmental Justice: The Economics of Race, Place and Pollution	4

Disciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
PUBPOL 101	Introduction to Policy Analysis	4
PUBPOL 301	Political Analysis for Public Policy	4
PUBPOL 303	Policy Choice as Value Conflict	4
And choose one course from the following two courses		
ECON 201	Intermediate Microeconomics I	4
PUBPOL 304	Microeconomic Policy Tools	4

Electives

Students can choose the recommended electives in the major or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
GCULS 108	Science, Culture, and Politics	2
PUBPOL 201	Climate Change Law and Policy	4
PUBPOL 202	Global Disasters: Science and Policy	4
ENVIR 203	The Theory and Practice of Sustainability	4
ENVIR 204	Global Environmental Issues and Policies	2
PUBPOL 209	The Politics of Environmental Crises	2
PUBPOL 220	Introduction to Regulatory Governance	4
INFOSCI 302	Introduction to Geographical Information Science	4
ENVIR 303	Climate Change and Society in China	4
ENVIR 305	Environment and Development Economics in Developing Countries	4
ENVIR 306	Water Pollution	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4

SOSC 320	Data in the World: Applied Social Statistics	4
ENVIR 403	Energy Economics and Policy	4

Ethics and Leadership with tracks in Philosophy, Public Policy, Religious Studies

The human sciences have made significant advances in understanding what makes for effective leaders and organizations and the qualities of character needed to make sound decisions. For example, social and organizational psychology and history have identified qualities of leaders and group dynamics that foster loyalty, trust, and creativity. Political science, economics and history have explored different models for supportive and regulatory relationships between governments and markets. Expertise of this kind is crucial for enabling leaders to deal with the challenges posed by globalization, climate change, and profound changes in technology that are drastically altering the kinds of work available in a constantly changing economy.

The Ethics and Leadership major meets a critical need to integrate such expertise from the human sciences with the best of thought from philosophy, religion, psychology, and literature about the ultimate ends of human life, about right and wrong, rights, duties and the common good. Leaders need the ability to see, frame, and think wisely about the ethical issues that confront them. The major is not just for those who aspire to hold political office or high-ranking positions within various organizations. Citizens or members of organizations should have thoughtful and informed conceptions of what makes a good leader, so that they may choose wisely or be prepared to become one. People often serve as leaders or co-leaders in smaller groups within their organizations. People find themselves in social contexts where they may be called upon to lead, and they may decide to do so simply not because they desired to be leaders all along, but because they are needed.

This interdisciplinary major, drawing from fields such as philosophy, political theory, history, literature, religion, and the social and natural sciences, seeks to provide students with the specific expertise that is needed to address issues such as global health, pollution and the environment or regulation of corporations and markets. Students will be encouraged and guided in the task of framing specific expertise with a broader and deeper framework of thinking about what kinds of leaders and citizens they should be, and what their ultimate values ought to be**.** The major will encourage them to know more and to think more deeply about their own cultural tradition, but also will take them through different traditions of thought about how to make ethical decisions, about the virtues of leaders, the virtues of those they lead, and the right relationship between the two. Students will be encouraged to identify and form views about the differences as well as the similarities between different cultural traditions of thought about these matters, as well as about ultimate values that go into thinking about justice and the good life and how such values relate to conceptions of human spirituality, the divine, and the sacred, how this affects the way human beings relate to one another and with the natural world. Such global perspectives, rooted in one's own traditions, are more than ever crucial for leadership. Students can choose among three disciplinary tracks: Philosophy, Religious Studies, and Public Policy.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Ethics and Leadership / Philosophy

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
ETHLDR 101	Ethics and Leadership	4
ETHLDR 202	Ethics, Markets, and Politics	4
ETHLDR 203	Conceptions of Democracy and Meritocracy	4
ETHLDR 390	Junior Seminar: Advanced Topics	4
ETHLDR 490	Senior Seminar: Advanced Topics	4
And choose two courses from the following six courses		
ETHLDR 204	Environmental Ethics	4
ETHLDR 205	Trust and Cross-Cultural Leadership	4
ETHLDR 206	Global Justice and Health Care	4
ETHLDR 209	The Psychology of Justice	4
ETHLDR 301	Ethics of Nudging	4
ETHLDR 302	The Sociology of Morality and Politics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PHIL 101	Introduction to Western Philosophy	4
PHIL 102	Introduction to Classical Chinese Philosophy	4
PHIL 105	History of Modern European Philosophy	4
PHIL 204	Theory of Knowledge	4
PHIL 205	Logic	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
PHIL 103	Chinese and Mediterranean Philosophy	4
PHIL 106	Global Philosophy	4
PHIL 107	What's the Right Thing to Do? Ethics and Justice in the Modern World	4
ETHLDR 108	Democracy and Inclusion: Hopes, Prospects, Dilemmas	2
GCULS 108	Science, Culture, and Politics	2
PHIL 108	Philosophy and Ethics of Artificial Intelligence	2
PHIL 109	Philosophy Through Computer Science	2
PHIL 110	Philosophy and Sport	2
PHIL 111	Non-Human Animal Ethics	2
PHIL 112	Thinking and Doing	2
PHIL 202	Problems in Philosophy of Science	4
POLSCI 204	The U.S. Constitution and its Critics	4
PHIL 206	Climate Change Ethics	2
PHIL 301	Philosophy of Mind	4

POLSCI 311/ SOCIOL 311 /PHIL 311	The Political and Social Thought of Hannah Arendt	4
POLSCI 312	Islamic Political Thought	4
POLSCI 313 /PSYCH 313	Political Psychology	4

Ethics and Leadership / Public Policy

Divisional Foundation Courses

Course Code	Course Name	Course Credit
ARHU 101	The Art of Interpretation: Written Texts	4
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
ETHLDR 101	Ethics and Leadership	4
ETHLDR 202	Ethics, Markets, and Politics	4
ETHLDR 203	Conceptions of Democracy and Meritocracy	4
ETHLDR 390	Junior Seminar: Advanced Topics	4
ETHLDR 490	Senior Seminar: Advanced Topics	4
And choose two courses from the following six courses		
ETHLDR 204	Environmental Ethics	4
ETHLDR 205	Trust and Cross-Cultural Leadership	4
ETHLDR 206	Global Justice and Health Care	4
ETHLDR 209	The Psychology of Justice	4
ETHLDR 301	Ethics of Nudging	4
ETHLDR 302	The Sociology of Morality and Politics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
PUBPOL 101	Introduction to Policy Analysis	4
PUBPOL 301	Political Analysis for Public Policy	4
PUBPOL 303	Policy Choice as Value Conflict	4
And choose one course from the following two courses		
PUBPOL 304	Microeconomic Policy Tools	4
ECON 201	Intermediate Microeconomics I	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
ETHLDR 108	Democracy and Inclusion: Hopes, Prospects, Dilemmas	2
GCULS 108	Science, Culture, and Politics	2
POLSCI 204	The U.S. Constitution and its Critics	4
PUBPOL 110	Introduction to Human Rights	4
PUBPOL 215	Law, Ethics and Responsibility	4
PUBPOL 217	Enterprising Leadership	4
PUBPOL 218	Ethics in an Unjust World	4
PUBPOL 220	Introduction to Regulatory Governance	4
PUBPOL 310	Family Rights and Human Rights	2
PUBPOL 312	News as Moral Battleground	4
POLSCI 313 /PSYCH 313	Political Psychology	4

PUBPOL 317	Plastic Planet: Pollution and Solutions	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4

Ethics and Leadership / Religious Studies

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
ETHLDR 101	Ethics and Leadership	4
ETHLDR 202	Ethics, Markets, and Politics	4
ETHLDR 203	Conceptions of Democracy and Meritocracy	4
ETHLDR 390	Junior Seminar: Advanced Topics	4
ETHLDR 490	Senior Seminar: Advanced Topics	4
And choose two courses from the following six courses		
ETHLDR 204	Environmental Ethics	4
ETHLDR 205	Trust and Cross-Cultural Leadership	4
ETHLDR 206	Global Justice and Health Care	4
ETHLDR 209	The Psychology of Justice	4
ETHLDR 301	Ethics of Nudging	4
ETHLDR 302	The Sociology of Morality and Politics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
RELIG 101	Comparative Religious Studies	4
RELIG 106	Religion and Leadership	4
RELIG 201	Confucianism, Daoism and Buddhism	4
RELIG 203	Judaism, Christianity, and Islam	4
RELIG 302	Religious and Philosophical Thought on the Environment	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
RELIG 102	Prophets and Priests	4
RELIG 103	Law and Revelation	4
RELIG 104	Myth and Nation	4
RELIG 105	Gods and People	4
RELIG 107	Readings in Religious Literature	2
RELIG 202	Modern Buddhism	4
RELIG 204	The Problem of Evil	4
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
RELIG 303	The Human Condition	4
RELIG 304	Ethics in Religious Perspective	4
POLSCI 312	Islamic Political Thought	4
POLSCI 313 / PSYCH 313	Political Psychology	4

Global China Studies with tracks in Chinese History, Economics, Philosophy, Political Science and Religious Studies

This major prepares students to engage, work with, and understand China in the twenty-first century. It provides students with opportunities to gain deep historical knowledge of China in the ancient, pre-modern, and modern periods, while focusing on the place and impact of China in the world—past, present, and future. Students will be exposed to debates about China's philosophical traditions and their force in shaping China's history and present; the political dynamics of development, decision-making, and grassroots protest; the importance of religion, entrepreneurialism, innovation, and social networks in China and beyond its borders; and the role of digital media, visual culture, and the internet in everyday social, economic and political life.

This major recognizes that China has continually had a global presence for many centuries, deeply influencing people, cultures, technologies, ecologies and economies elsewhere in our world, and that its influence is now deepening even further as China prepares to become a major player in the realm of global politics and economics. This major will query the meanings of "China" as a nation-state, a region, and culture in a global setting, and provide students with a new set of analytical and critical thinking skills in order to purposefully engage the changing landscape of academics, business, government, policy, and the arts. This major has tracks in Chinese History, Economics, Philosophy, Religious Studies and Political Science.

The major in Global China Studies prepares students for a world in which China—and Chinese firms, organizations, and individuals—are at the center of shaping the 21st century. It prepares international students for their lifelong engagement with China: its polity, economy, and society. It prepares Chinese students to navigate the wider world with a firm understanding of their own roots, their unique history and institutions, and the ability to see their own country as others see it. It prepares students for careers in business, the professions, and public service with a foundational knowledge of China's global role, past, present and future.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Global China Studies / Chinese History

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
GCHINA 201	From Empire to Nation	4
GCHINA 202	Modern Chinese Politics	4
GCHINA 203	Visual China	4
GCHINA 301/ POLECON 302	China's Economic Transition	4
GCHINA 302	The Factory: From Socialist Industrialism to World Assembly	4
GCHINA 390	Junior Seminar: Advanced Topics	4
GCHINA 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
Take one of the following two Pre-Modern Chinese History courses		
HIST 101	Ancient Chinese History	4
HIST 102	Medieval Chinese History	4
And take the following two courses		
HIST 103	Premodern Chinese History	4
HIST 201	History Methods and Research	4
And an additional 4-credit Chinese History course (200-400 level) (i.e., history courses among the electives recommended for this major)		4
And one 4-credit non-Chinese History course (100-400 level) (i.e., any history course not listed among the electives recommended for this major)		4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
POLECON 105	China and the Global South	2
HIST 108	Shanghai Nightscapes: A Nocturnal History of the City	2
LIT 108 / MEDIART 108	Love and Dreams on the Chinese Stage	2
HIST 109	Everyday Maoism in Objects: Revolution, Culture, and Life	2
CULMOVE 115	Displacement and Identity: Stories of Diasporic Migration in China and the World	2
HIST 117	Sounds and the Chinese City: Live Music Scenes in Urban China	2
HIST 205	Shanghai: From Treaty Port to Global Metropolis	4
HIST 217 / MEDIART 217	Ancient and Imperial Chinese Art	4
HIST 301	China in Global Perspective 1: China and the Silk Roads World: 500-1500	4
HIST 302	China in Global Perspective 2: The Internationalization of Modern China	4
HIST 303	China and the US Comparative 1: The United States and China in War and Revolution	4
HIST 304	China and the US Comparative 2 The World of Universities in China and the United States	4
HIST 305	Special Topics course in History of Chinese Institutions	4
HIST 306	The United States and China in War and Revolution	4
CULANTH 306	Borders, Boundaries and Ethnic Peoples in China	4

Global China Studies / Economics

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
STATS 101	Introduction to Applied Statistical Methods	4
And take one of the following two math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
GCHINA 201	From Empire to Nation	4
GCHINA 202	Modern Chinese Politics	4
GCHINA 203	Visual China	4
GCHINA 301/ POLECON 302	China's Economic Transition	4
GCHINA 302	The Factory: From Socialist Industrialism to World Assembly	4
GCHINA 390	Junior Seminar: Advanced Topics	4
GCHINA 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
ECON 101	Economics Principles	4
ECON 201	Intermediate Microeconomics I	4
ECON 202	Intermediate Microeconomics II	4
ECON 203	Introduction to Econometrics	4
ECON 204	Intermediate Macroeconomics	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
POLECON 105	China and the Global South	2
COMPSCI 206 / ECON 206	Computational Microeconomics	4
ECON 211	Intelligent Economics: An Explainable AI approach	4
ECON 301	Health Economics	4
ECON 302/ENVIR 302	Environmental Economics & Policy	4
ECON 303	Financial Institutions	4
ECON 304	Economic Growth	4
ECON 307	History of Monetary & International Crises	4
ECON 308	Economic History and Modernization of the Islamic Middle East	4
ECON 309	Behavioral Finance	4
ECON 310	Urban Economics	4
ECON 314	International Trade	4
MATH 316 / ECON 316	Discrete Time Finance	4
ECON 401	Competitive Strategy & Industrial Organization	4
ECON 402	International Finance	4
ECON 404/ENVIR 404	Environmental Justice: The Economics of Race, Place and Pollution	4
POLSCI 307	Political Economy of Institutions	4
POLECON 401 / GCHINA 401	Political Economy of the Chinese Reform	4

Global China Studies / Philosophy

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
GCHINA 201	From Empire to Nation	4
GCHINA 202	Modern Chinese Politics	4
GCHINA 203	Visual China	4
GCHINA 301/ POLECON 302	China's Economic Transition	4
GCHINA 302	The Factory: From Socialist Industrialism to World Assembly	4
GCHINA 390	Junior Seminar: Advanced Topics	4
GCHINA 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PHIL 101	Introduction to Western Philosophy	4
PHIL 102	Introduction to Classical Chinese Philosophy	4
PHIL 105	History of Modern European Philosophy	4
PHIL 204	Theory of Knowledge	4
PHIL 205	Logic	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
PHIL 103	Chinese and Mediterranean Philosophy	4
PHIL 106	Global Philosophy	4
PHIL 107	What's the Right Thing to Do? Ethics and Justice in the Modern World	4
PHIL 108	Philosophy and Ethics of Artificial Intelligence	2
PHIL 109	Philosophy Through Computer Science	2
PHIL 110	Philosophy and Sport	2
PHIL 112	Thinking and Doing	2
PHIL 202	Problems in Philosophy of Science	4
PHIL 301	Philosophy of Mind	4
POLSCI 311/ SOCIOL 311 / PHIL 311	The Political and Social Thought of Hannah Arendt	4

Global China Studies / Political Science

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4
STATS 101	Introduction to Applied Statistical Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
GCHINA 201	From Empire to Nation	4
GCHINA 202	Modern Chinese Politics	4
GCHINA 203	Visual China	4
GCHINA 301/ POLECON 302	China's Economic Transition	4
GCHINA 302	The Factory: From Socialist Industrialism to World Assembly	4
GCHINA 390	Junior Seminar: Advanced Topics	4
GCHINA 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
POLSCI 101	International Politics	4
POLSCI 201	Political Institutions and Processes	4
ETHLDR 203	Conceptions of Democracy and Meritocracy	4
POLSCI 303	International Politics of East Asia	4
POLSCI 302	Public Opinion	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
POLSCI 102	Social Choice and Democracy	4
POLSCI 105	Contemporary Political Ideologies	2
POLECON 105	China and the Global South	2
CULMOVE 115	Displacement and Identity: Stories of Diasporic Migration in China and the World	2
POLSCI 208	Political and Social Inequality	4
POLSCI 209	Democratic Erosion	2
POLSCI 210	International Relations in East Asia	4
POLSCI 211/LIT 211	Politics and Literature	4
POLSCI 212	Pathologies of Modern Society: Foundational Ideas	4
POLSCI 216	War and Peace: Foundations of the International Political Order	2
POLSCI 221	US/China Relations	4
POLSCI 303	International Politics of East Asia	4
CULANTH 306	Borders, Boundaries and Ethnic Peoples in China	4
POLSCI 307	Political Economy of Institutions	4
POLSCI 308	Global Governance	4
POLSCI 311/ SOCIOL 311 /PHIL 311	The Political and Social Thought of Hannah Arendt	4
POLSCI 313 /PSYCH 313	Political Psychology	4
SOSC 320	Data in the World: Applied Social Statistics	4
POLECON 401 /GCHINA 401	Political Economy of the Chinese Reform	4

Global China Studies / Religious Studies

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
GCHINA 201	From Empire to Nation	4
GCHINA 202	Modern Chinese Politics	4
GCHINA 203	Visual China	4
GCHINA 301/ POLECON 302	China's Economic Transition	4
GCHINA 302	The Factory: From Socialist Industrialism to World Assembly	4
GCHINA 390	Junior Seminar: Advanced Topics	4
GCHINA 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
RELIG 101	Comparative Religious Studies	4
RELIG 106	Religion and Leadership	4
RELIG 201	Confucianism, Daoism and Buddhism	4
RELIG 203	Judaism, Christianity, and Islam	4
RELIG 302	Religious and Philosophical Thought on the Environment	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
RELIG 102	Prophets and Priests	4
PHIL 102	Introduction to Classical Chinese Philosophy	4
RELIG 103	Law and Revelation	4
PHIL 103	Chinese and Mediterranean Philosophy	4
RELIG 104	Myth and Nation	4
RELIG 105	Gods and People	4
RELIG 107	Readings in Religious Literature	2
RELIG 202	Modern Buddhism	4
RELIG 204	The Problem of Evil	4
RELIG 303	The Human Condition	4
RELIG 304	Ethics in Religious Perspective	4
CULANTH 306	Borders, Boundaries and Ethnic Peoples in China	4

Global Cultural Studies with tracks in World History and World Literature

Cultural Studies is an interdisciplinary field of research and teaching that investigates the forms of life and culture produced in today's interconnected world. Combining the strengths of the social sciences and the humanities, and drawing on methods and theories from literary studies, cultural anthropology, history, sociology, media studies, film studies, communications, economics, etc., Cultural Studies explores ways in which "culture" creates and transforms individual experiences, everyday life, social relations and power. With its attentiveness to power relations, hegemony, inequality and diversity, Cultural Studies has a productive role to play in building a better world. Put simply, Cultural Studies is not just an abstract academic field but a production of knowledge that has real world implications.

Focusing on the practical and theoretical issues arising from cross-cultural encounters around the world, Cultural Studies examines conventional cultural products (literature, history, film, visual art, music, social media, new technology, etc.) and also their broader political and social contexts (colonialism, modernity, capitalism, etc.). In today's era of economic globalization and neoliberal restructuring, the language of culture is increasingly heard in debates about issues as diverse as nationalism, political conflicts, human rights, immigration, trade, the environment, media, history, literacy, and education. In the new millennium, increasing students' capacity to live with and understand the heterogeneity and flux that characterize global flows of people, culture, and capital is of paramount importance. The major in Global Cultural Studies has tracks in World Literature and in World History and imparts students with skills and competency in critical thinking, cultural analysis, and communication for careers in education, creative industry, NGOs and international business and law.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Global Cultural Studies / World History

Divisional Foundation Courses

Course Code	Course Name	Course Credit
ARHU 101	The Art of Interpretation: Written Texts	4
ARHU 102	The Art of Interpretation: Images and Sound	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
GCULS 105	Critical Comparative Studies	4
GCULS 201	Culture and Industry	4
CULMOVE 201	Migration, Inequality and Culture	4
GCULS 202	Empires and Culture	4
GCULS 302	Gender and Globality	4
GCULS 390	Junior Seminar: Advanced Topics	4
GCULS 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
HIST 201	History Methods and Research	4
And choose one of the following five Pre-Modern World History courses		
HIST 111	Ancient Roots to Global Routes	4
HIST 112	History of the Indian Ocean World	4
HIST 113	Peoples and Cultures of Ancient South Asia, 3500BCE-1750CE	4
HIST 202	World History and Global Interactions	4
HIST 312	Southeast Asia and the Rise of Global Trade	4
And choose one of the following three Modern World History courses		
HIST 110	Historical Perspectives on Contemporary Global Issues	4
HIST 313	Southeast Asia from the Age of Imperialism to the Global Cold War	4
HIST 410	The Spice Race: How the Spice Trade shaped our World	4
And a third 4-credit World History course (200-400 level) (i.e., history courses among the electives recommended for this major or other history courses listed under pre-modern or modern World History courses)		4
And one 4-credit non-World History course (100-400 level) (i.e., any history course not listed among the electives recommended for this major)		4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
GCULS 107	Berlin-Paris: Sex, Cigarettes, and the Meaning of Life	2
HIST 107	Gandhi and Moral Leadership	4
GCULS 108	Science, Culture, and Politics	2
MEDIART 112	Race on Film	2

HIST 114	Modern South Asia	4
MEDIART 114	Film Musicals and Musical Films	2
CULMOVE 115	Displacement and Identity: Stories of Diasporic Migration in China and the World	2
HIST 115	Brides of the Sea: Trading Cities in the Indian Ocean World, 200BCE to 2000CE	2
HIST 116	Mughal India Through the Eyes of European Travelers	2
HIST 121	Pan-Africanism: Global Story of an American Idea	2
HIST 204	Asia in World History	4
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
HIST 206	World History in Seven Meals	2
HIST 209	Refugees and War since 1914	4
MEDIART 215	Documenting City Life	2
CULANTH 214/POLSCI 214	Authoritarianism and the Struggle for Democracy in Latin America	4
GCULS 305	Translation for Stage and Screen	4
CULANTH 306	Borders, Boundaries and Ethnic Peoples in China	4
POLSCI 312	Islamic Political Thought	4
HIST 314	Writing the History of War	4
HIST 315/ CULANTH 315	Why Be a Bandit?	4
HIST 317	The Global First World War	4
MEDIART 405/ GCULS 405	The Curatorial: Theory and Practice	4
HIST 411	Seeing History from the Mountains and the Seas: Ethnographic histories of Asia	4
HIST 412	Global Labor History	4

Global Cultural Studies / World Literature

Divisional Foundation Courses

Course Code	Course Name	Course Credit
ARHU 101	The Art of Interpretation: Written Texts	4
ARHU 102	The Art of Interpretation: Images and Sound	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
GCULS 105	Critical Comparative Studies	4
GCULS 201	Culture and Industry	4
CULMOVE 201	Migration, Inequality and Culture	4
GCULS 202	Empires and Culture	4
GCULS 302	Gender and Globality	4
GCULS 390	Junior Seminar: Advanced Topics	4
GCULS 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
LIT 203	Reading Empire	4
LIT 209	Critical Inter-Asia: Rethinking Local and Global Connections	4
LIT 214	Introduction to Literary Research Writ Large	4
And two 4-credit courses (300 level or above) from World Literature Electives		8

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	**Course Name**	**Course Credit**
GCULS 106	Our Cities and Ourselves	2
GCULS 107	Berlin-Paris: Sex, Cigarettes, and the Meaning of Life	2
LIT 107	From Data to Narrative: A Workshop in Non-fiction Writing	2
GCULS 108	Science, Culture, and Politics	2
LIT 109	Writing Stories for Children	2
MEDIART 112	Race on Film	2
MEDIART 114	Film Musicals and Musical Films	2
CULMOVE 115	Displacement and Identity: Stories of Diasporic Migration in China and the World	2
LIT 204	Online Novels and the Chinese Public Sphere	4
LIT 208	From Cool Japan to the Korean Wave: Popular Culture from East Asia	4
LIT 210	Robots and Monsters: Unruly Human Creations in World Literature	4
LIT 211/ POLSCI 211	Politics and Literature	4
LIT 212	Extinctionism: Representing the Survival of the Fittest in Literature and Culture	4
LIT 213	Literature and Global Citizenship	4
MEDIART 215	Documenting City Life	2
GCULS 301	Religion and Sexuality	4
GCULS 303	Chinatowns: A Cultural History	4
GCULS 304	Chinese Culture and Ideology in the 20th Century and Now	4
GCULS 305	Translation for Stage and Screen	4
LIT 306	Melodrama East and West	4

LIT 307	Digital Storytelling	4
GCULS 401	Games and Culture: Politics, Pleasure and Pedagogy	4
GCULS 402	Digital Tribes	4
MEDIART 405 / GCULS 405	The Curatorial: Theory and Practice	4

Global Health with Tracks in Biology and Public Policy

The global health major introduces students to global health as an area of study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. A synthesis of population-based prevention with individual-level clinical care, global health aims to reduce health disparities through attention to modifiable determinants of health and provision of sustainable health services and human development. As a field of study, global health has emerged from tropical medicine, public health, and international health to encompass the complex transactions between societies that are a defining feature of globalization. Because many global health problems stem from economic, social, environmental, political, and healthcare inequalities, defining these problems and designing solutions is highly interdisciplinary and involves fields that span across health sciences, medicine, and public health, but also that bridge to a broad range of academic fields, including biology, agriculture, anthropology, business, computer science, engineering, environmental sciences, economics, history, law, psychology, public policy, and sociology, among others. To introduce students to this interdisciplinary field, the global health major integrates courses in the natural and social sciences and encourages students to take relevant electives in the humanities.

Health issues do not know borders. The advances in transportation and the increasing amount of human travel propels nations to address health issues in a timely manner and more deeply than ever before. Given the size of China's population and its geographic location, there is no better place for students to immerse themselves in the study of global health. Every nation has faced challenges related to global health: from HIV/AIDS to Ebola, COVID-19, and SARS, as well as health issues that arise from poverty, famine and natural disasters. The opportunity for students to study these issues in China will not just provide a generation of global health experts for China itself, but also for the entire world.

The Biology track within the Global Health major is designed for students interested in a biological perspective on global health, in particular cell and molecular biology, infectious diseases, microbiology, and anatomy and physiology. The track is designed to encourage breadth in the life sciences but also allows students to acquire depth in a chosen area of scientific concentration through the choice of electives, as is encouraged for students who desire to pursue graduate studies or intend to pursue a career in research. The Public Policy track is designed for students most interested in the social, cultural, economic, and political aspects of global health. The track provides a healthy balance between basic sciences and public policy aspects to prepare graduates for translating this knowledge into meaningful action and innovative policy solutions.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Global Health / Biology

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
GLHLTH 101	Introduction to Global Health	4
GLHLTH 201	Global Health Ethics	4
GLHLTH 302	Social Determinants of Health	4
And choose one from the following three courses		
GLHLTH 203	Global Disease Control Programs and Policies	4
GLHLTH 303	Global Comparative Health Care Systems	4
GLHLTH 304	Global Health Governance and Policy	4
And choose one from the following four courses		
GLHLTH 110	Ecosystem Health and Human Well-Being	4

GLHLTH 305	Biological Basis of Disease	4
GLHLTH 306	Evolution of Health and Disease	4
GLHLTH 307	Global Mental Health	4

Disciplinary Courses

Course Code	**Course Name**	**Course Credit**
CHEM 201	Organic Chemistry I	4
BIOL 201	Cell and Molecular Biology	4
BIOL 202	Genetics and Evolution	4
BIOL 208	General Ecology	4
BIOL 212	Microbiology	4
BIOL 305	Introduction to Biochemistry	4
And choose one from the following courses		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 205	Probability and Statistics	4

Electives

Students can choose the recommended electives in the major or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
BIOL 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
GLHLTH 301	Global Health Research Methods	4
INFOSCI 302	Introduction to Geographical Information Science	4
BIOL 306	Cell Signaling and Diseases	4
ENVIR 306	Water Pollution	4
BIOL 307	Cancer Genetics	4

BIOL 308	Evolution of Infectious Diseases	4
BIOL 309	Comparative Vertebrate Anatomy	4
BIOL 310	Developmental Biology	4

Global Health / Public Policy

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4
BIOL 110	Integrated Science - Biology	4
And choose one of the following two math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
GLHLTH 101	Introduction to Global Health	4
GLHLTH 201	Global Health Ethics	4
GLHLTH 302	Social Determinants of Health	4
And choose one from the following three courses		
GLHLTH 203	Global Disease Control Programs and Policies	4
GLHLTH 303	Global Comparative Health Care Systems	4
GLHLTH 304	Global Health Governance and Policy	4
And choose one from the following four courses		
GLHLTH 110	Ecosystem Health and Human Well-Being	4
GLHLTH 305	Biological Basis of Disease	4
GLHLTH 306	Evolution of Health and Disease	4
GLHLTH 307	Global Mental Health	4

Disciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
PUBPOL 101	Introduction to Policy Analysis	4
PUBPOL 301	Political Analysis for Public Policy	4
PUBPOL 303	Policy Choice as Value Conflict	4
Choose one course from the following two courses		
ECON 201	Intermediate Microeconomics I	4
PUBPOL 304	Microeconomic Policy Tools	4

Electives

Students can choose the recommended electives in the major or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
PUBPOL 102	Introduction to the United States Health Care System	4
GCULS 108	Science, Culture, and Politics	2
GLHLTH 202	Media and Health Communication	4
PUBPOL 220	Introduction to Regulatory Governance	4
GLHLTH 301	Global Health Research Methods	4
INFOSCI 302	Introduction to Geographical Information Science	4
PUBPOL 305	War and Public Health in Africa	4
ENVIR 306	Water Pollution	4
PUBPOL 306	International Development and Poverty	4
SOCIOL 306	Contemporary Population Problems	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4
SOSC 320	Data in the World: Applied Social Statistics	4

Institutions and Governance with tracks in Economics, Political Science, and Public Policy

The Institutions and Governance major enables students to study the formal and informal rules that societies use to govern themselves at the local, national, and global levels. By focusing on institutions and governance as a guiding framework, students can better understand the dynamics of wealth and poverty, innovation versus technological/economic stagnation, and stability versus turmoil in different states and societies. Students in this major will be exposed to the deep political science, economic, sociological, historical and anthropological explorations of institutional designs in a variety of constructs, such as governments, interest groups and social movements, media, and religion, among others. By their senior year, students will be able to speak authoritatively on the comparative theory of institutions, the history of institutional and policy development, the drivers of institutional change, and distributional effects of institutional choices. Particular attention will be paid to the challenges of governance, such as the processes and structures that societies adopt to manage their collective affairs, with an emphasis on the implementation and evaluation of government programs.

The world is more and more interconnected at a variety of levels and students are going to need a better understanding of the institutions that govern this global integration. The more that students can identify, analyze and engage with global institutions and understand their governing processes, the more they will be able to navigate these complexities. This focus in Institutions and Governance will prepare students for a variety of careers requiring expertise in public administration, international development, political risk analysis, multinational investment and work in the non-profit sector at both the domestic and international levels. Students can choose among three disciplinary tracks: Economics, Political Science, or Public Policy.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Institutions and Governance / Economics

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
And choose one from the following two courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
POLSCI 201	Political Institutions and Processes	4
GCHINA 202	Modern Chinese Politics	4
ETHLDR 203	Conceptions of Democracy and Meritocracy	4
POLSCI 307	Political Economy of Institutions	4
POLSCI 308	Global Governance	4
INSTGOV 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
ECON 101	Economics Principles	4
ECON 201	Intermediate Microeconomics I	4
ECON 202	Intermediate Microeconomics II	4
ECON 203	Introduction to Econometrics	4
ECON 204	Intermediate Macroeconomics	4

Electives

Courses listed in the table below are recommended electives for this major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
POLECON 105	China and the Global South	2
PUBPOL 106	Urbanizing China: Spatial and Social Dynamics in Chinese Cities	2
COMPSCI 206 /ECON 206	Computational Microeconomics	4
POLECON 211	Risk Analysis and Forecasting	2
PUBPOL 220	Introduction to Regulatory Governance	4
ECON 211	Intelligent Economics: An Explainable AI approach	4
ECON 301	Health Economics	4
ECON 302/ ENVIR 302	Environmental Economics & Policy	4
ECON 303	Financial Institutions	4
ECON 304	Economic Growth	4
ECON 307	History of Monetary & International Crises	4
ECON 308	Economic History and Modernization of the Islamic Middle East	4

ECON 309	Behavioral Finance	4
ECON 310	Urban Economics	4
MATH 316 / ECON 316	Discrete Time Finance	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4
ECON 333/ SOSC 333	Social and Economic Networks	4
ECON 401	Competitive Strategy & Industrial Organization	4
POLECON401 /GCHINA 401	Political Economy of the Chinese Reform	4
ECON 402	International Finance	4
ECON 404/ ENVIR 404	Environmental Justice: The Economics of Race, Place and Pollution	4

Institutions and Governance / Political Science

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
POLSCI 201	Political Institutions and Processes	4
GCHINA 202	Modern Chinese Politics	4
ETHLDR 203	Conceptions of Democracy and Meritocracy	4
POLSCI 307	Political Economy of Institutions	4
POLSCI 308	Global Governance	4
INSTGOV 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
POLSCI 101	International Politics	4
ETHLDR 202	Ethics, Markets and Politics	4
PUBPOL 301	Political Analysis for Public Policy	4
POLSCI 301	Program Evaluation	4
POLSCI 302	Public Opinion	4

Electives

Courses listed in the table below are recommended electives for this major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	**Course Name**	**Course Credit**
POLSCI 102	Social Choice and Democracy	4
POLSCI 105	Contemporary Political Ideologies	2
POLECON 105	China and the Global South	2
POLSCI 106	Political Rhetoric, Crisis, and Leadership	2
ETHLDR 108	Democracy and Inclusion: Hopes, Prospects, Dilemmas	2
WOC 201	Academic Writing 1: Argumentation Across Disciplines	2
HIST 202	World History and Global Interactions	4
POLECON 202	The Politics of International Economic Relations: America in the World Economy	4
GCHINA 202	Modern Chinese Politics	4
POLSCI 204	The U.S. Constitution and its Critics	4
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
POLSCI 208	Political and Social Inequality	4
POLSCI 209	Democratic Erosion	2
POLSCI 210	International Relations in East Asia	4
POLECON 211	Risk Analysis and Forecasting	2
POLSCI 211/LIT 211	Politics and Literature	4
POLSCI 212	Pathologies of Modern Society: Foundational Ideas	4
POLSCI 213	Populism	2
CULANTH 214/ POLSCI 214	Authoritarianism and the Struggle for Democracy in Latin America	4
POLSCI 216	War and Peace: Foundations of the International Political Order	2

POLSCI 219/ PUBPOL 219	The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats	4
PUBPOL 220	Introduction to Regulatory Governance	4
POLSCI 303	International Politics of East Asia	4
POLSCI 311/ SOCIOL 311 /PHIL 311	The Political and Social Thought of Hannah Arendt	4
POLSCI 312	Islamic Political Thought	4
POLSCI 313 /PSYCH 313	Political Psychology	4
CULANTH 314 /POLSCI 314	Refugees and the Biopolitics of Citizenship	4
POLSCI 315	American Politics in Comparative Perspective	4
PUBPOL 316/ HIST 316	The Modern Regulatory State	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4
SOSC 320	Data in the World: Applied Social Statistics	4
ECON 333/ SOSC 333	Social and Economic Networks	4
POLECON 401 /GCHINA 401	Political Economy of the Chinese Reform	4

Institutions and Governance / Public Policy

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
POLSCI 201	Political Institutions and Processes	4
GCHINA 202	Modern Chinese Politics	4
ETHLDR 203	Conceptions of Democracy and Meritocracy	4
POLSCI 307	Political Economy of Institutions	4
POLSCI 308	Global Governance	4
INSTGOV 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PUBPOL 101	Introduction to Policy Analysis	4
PUBPOL 301	Political Analysis for Public Policy	4
PUBPOL 303	Policy Choice as Value Conflict	4
PUBPOL 315/ECON 315	Economics of the Public Sector	4
Choose one course from the following two courses		
ECON 201	Intermediate Microeconomics I	4
PUBPOL 304	Microeconomic Policy Tools	4

Electives

Courses listed in the table below are recommended electives for this major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	**Course Name**	**Course Credit**
POLECON 105	China and the Global South	2
PUBPOL 106	Urbanizing China: Spatial and Social Dynamics in Chinese Cities	2
POLSCI 107	Political Psychology	2
ETHLDR 108	Democracy and Inclusion: Hopes, Prospects, Dilemmas	2
POLSCI 204	The U.S. Constitution and its Critics	4
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
POLECON 211	Risk Analysis and Forecasting	2
PUBPOL 213	Authoritarian Regimes	4
POLSCI 213	Populism	2
CULANTH 214/ POLSCI 214	Authoritarianism and the Struggle for Democracy in Latin America	4
POLSCI 219/ PUBPOL 219	The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats	4
PUBPOL 220	Introduction to Regulatory Governance	4
PUBPOL 308	Managing the Oceans to Solve Global Problems	4
PUBPOL 309	War and Public Health in Africa	4
PUBPOL 311	Economic and Political History of the European Union	4
CULANTH 314 /POLSCI 314	Refugees and the Biopolitics of Citizenship	4
POLSCI 315	American Politics in Comparative Perspective	4
PUBPOL 316/HIST 316	The Modern Regulatory State	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4

SOSC 320	Data in the World: Applied Social Statistics	4
ECON 333/ SOSC 333	Social and Economic Networks	4
POLECON 401 /GCHINA 401	Political Economy of the Chinese Reform	4
PUBPOL 410	Counterterrorism Law and Policy	4

Materials Science with tracks in Chemistry and Physics

Many of tomorrow's innovations in fields such as fast computing, renewable energy generation, batteries, plastics, textiles, and transportation will rely on the unique and novel properties of materials. The development of such materials requires integrated knowledge in physics, chemistry, and biology, along with advanced mathematics and computation. The Materials Science major introduces students to the interdisciplinary study in materials science, which includes atomic and molecular structure, mechanical and thermodynamic properties, electric and magnetic properties, and fabrication methods and applications, together with disciplinary training in either physics or chemistry.

This major can prepare students for advanced studies in various departments in graduate school such as physics, chemistry, materials science and mechanical engineering, chemical engineering, electrical engineering, etc. Within the requirements of this major, student have the flexibility to design a curriculum that emphasizes more on one particular field of study, for example, physics, chemistry or materials science. Students with more interests in industrial positions can also customize their backgrounds for domestic and international manufacturers or companies specializeing in automobiles, aircrafts, batteries, cosmetics, pharmaceuticals, electronics, etc.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Materials Science / Chemistry

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	**Course Name**	**Course Credit**
MATSCI 201	Fundamentals of Materials Science	4
MATSCI 301	Materials Synthesis and Characterization (Lab)	4
MATSCI 302	Electronic, Optical and Magnetic Properties of Materials	4
MATSCI 401	Mechanical Properties of Materials	4

Disciplinary Courses

Course Code	Course Name	**Course Credit**
PHYS 122	General Physics II	4
CHEM 150	General Chemistry II	4
MATH 201	Multivariable Calculus	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 301	Elements of Physical Chemistry	4
CHEM 401	Analytical Chemistry	4
CHEM 402	Inorganic Chemistry	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	**Course Name**	**Course Credit**
CHEM 130	Science of Cooking	4
MATSCI 303	Phase Transformations	4
ENVIR 304	Environmental Chemistry and Toxicology	4
PHYS 310	Physics of Particulate Materials	4
CHEM 315/ ENVIR 315	Aqueous Geochemistry	4
ENVIR 402	Chemical Transformation of Environmental Contaminants	4
MATSCI 402	Introduction to Nanoscale Functional Materials	4
PHYS 402	Solid State and Soft Matter Physics	4
CHEM 403	Advanced Topics in Physical Chemistry	4
MATSCI 403	Quantum Physics for Materials Science	4
MATSCI 404	Polymers and Biomaterials	4
CHEM 410	Introduction to Materials Chemistry	4

Materials Science / Physics

Divisional Foundation Course

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
CHEM 201	Organic Chemistry I	**4**
MATSCI 201	Fundamentals of Materials Science	4
MATSCI 301	Materials Synthesis and Characterization (Lab)	4
MATSCI 302	Electronic, Optical and Magnetic Properties of Materials	4
MATSCI 401	Mechanical Properties of Materials	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PHYS 122	General Physics II	4
MATH 201	Multivariable Calculus	4
PHYS 201	Optics and Modern Physics	4
MATH 202	Linear Algebra	4
PHYS 302	Thermal and Statistical Physics	4
PHYS 405	Advanced Physics Laboratory and Seminar	4
And choose two from the following courses		
PHYS 301	Classical Mechanics	4
PHYS 304	Electricity and Magnetism	4
PHYS 401	Quantum Mechanics	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
PHYS 101	Frontiers of 21st Century Physics	4
PHYS 105	The Science of Asian Sound	4
PHYS 134	Introductory Astronomy	4
COMPSCI 201	Introduction to Programming and Data Structures	4
MATSCI 202	Mathematical Methods for Materials Science	4
MATH 205	Probability and Statistics	4
MATH 303	ODE and Dynamical Systems	4
MATSCI 303	Phase Transformations	4
PHYS 310	Physics of Particulate Materials	4

MATSCI 402	Introduction to Nanoscale Functional Materials	4
PHYS 402	Solid State and Soft Matter Physics	4
MATSCI 403	Quantum Physics for Materials Science	4
MATSCI 404	Polymers and Biomaterials	4
PHYS 403	Introduction to Nuclear and Particle Physics	4
PHYS 404	Nonlinear Dynamics	4

Media and Arts with tracks in Art History and Creative Practice

The Media and Arts major captures the breadth of both media as a communications process and art as creative and documentary expressions. By exploring the history of media and arts as well as emerging technologies and cultures, students in this major will gain a depth of understanding that is broadly applicable to future life choices. Media studies might include communications studies, journalism, science, technology and society at the local, as well as national and global levels. Arts studies might address visual art in film, photography, and sound; music; theater; and literature. The intersection of media and arts will provide both a well-rounded foundation as well as the opportunity to immerse oneself in a particular field of study or practice.

Understanding of media and the arts is foundational to the concept of interdisciplinarity that is the basis for a liberal arts education at Duke Kunshan University. On the one hand, exposure to the arts provides for the complete student: a well-rounded individual who is able to see the world in both its breadth and depth, thus creatively seeking, discovering and implementing solutions to global problems. In particular, the documentary arts intersect history with creativity; the understanding of cultural tradition with the artistic imagination. On the other hand, media literacy is not a luxury. In this interconnected world, it is a necessity. Students in this major will gain a more complete understanding of the evolution of media, broadly defined, and how the media and media systems of today interact with the institutions, individuals and ideas in society.

The Media and Arts major has two tracks: 1) Art History and 2) Creative Practice. The Art History track provides a mixture of humanities and social science approaches to understanding media and arts, creating a foundation for work in the field or further graduate-level study. The Creative Practice track will focus on providing opportunities for students to create the media and arts that interest them, with a strong academic foundation.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Media and Arts / Art History

Divisional Foundation Courses

Course Code	Course Name	Course Credit
ARHU 101	The Art of Interpretation: Written Texts	4
ARHU 102	The Art of Interpretation: Images and Sound	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
MEDIART 101	Introduction to Media Studies and the Arts	4
MEDIART 210	Media and Arts Practicum	4
MEDIART 211	Media, Arts and Critical Theory	4
MEDIART 390	Junior Seminar: Advanced Topics	4
MEDIART 490	Senior Seminar: Advanced Topics	
And choose one from the following three History courses		
HIST 207	History of Media Art	4
HIST 210	Global Art History	4
HIST 220	Global Media History	4
And choose one from the following four Creative Practice courses		
MEDIART 103	Introduction to Moving Image Practice	4
MEDIART 104	Introduction to Photography	4
MEDIART 110	Audio Documentary & Storytelling	4
MEDIART 111	Archive	4

Disciplinary Courses

Course Code	Course Name	Course Credit
HIST 201	History Methods and Research	4
HIST 106	Art History 1	4
CULANTH 201	New Media and Society	4
And one 4-credit course (200-400 level) among the electives recommended for this major		4
And one 4-credit non-Art History course (100-400 level) (i.e., any history course not listed among the electives recommended for this major)		4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
MEDIART 106	The Visual Culture of News, Past and Present	4
MEDIART 109	Introduction to Visual Culture	4
MEDIART 112	Race on Film	2
MEDIART 114	Film Musicals and Musical Films	2
GCULS 201	Culture and Industry	4
GCHINA 203	Visual China	4
HIST 207	History of Media Art	4
MEDIART 208	Comparative Media Systems and Chinese Mass Media	4
LIT 208	From Cool Japan to the Korean Wave: Popular Culture from East Asia	4
HIST 210	Global Art History	4
MEDIART 215	Documenting City Life	2
MEDIART 216	Performance, Embodiment and Cultural Memory	4
HIST 217 /MEDIART 217	Ancient and Imperial Chinese Art	4

HIST 220	Global Media History	4
POLSCI 302	Public Opinion	4
GCULS 305	Translation for Stage and Screen	4
MEDIART 307	International Communication	4
MEDIART 405/ GCULS 405	The Curatorial: Theory and Practice	4

Media and Arts / Creative Practice

Divisional Foundation Courses

Course Code	Course Name	Course Credit
ARHU 101	The Art of Interpretation: Written Texts	4
ARHU 102	The Art of Interpretation: Images and Sound	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
MEDIART 101	Introduction to Media Studies and the Arts	4
MEDIART 210	Media and Arts Practicum	4
MEDIART 211	Media, Arts and Critical Theory	4
MEDIART 390	Junior Seminar: Advanced Topics	4
MEDIART 490	Senior Seminar: Advanced Topics	
And choose one from the following three History courses		
HIST 207	History of Media Art	4
HIST 210	Global Art History	4
HIST 220	Global Media History	4
And choose one from the following four Creative Practice courses		
MEDIART 103	Introduction to Moving Image Practice	4
MEDIART 104	Introduction to Photography	4
MEDIART 110	Audio Documentary & Storytelling	4
MEDIART111	Archive	4

Disciplinary Courses

Course Code	Course Name	Course Credit
MEDIART 109	Introduction to Visual Culture	4
MEDIART 202	Ideas, Imagination, and Creativity	4
Practicum course I: Choose one 4-credit course from the list of 200 level creative practice courses in the electives		4
Practicum course II: Choose one 4-credit course from the list of 300 level creative practice courses in the electives		4
Practicum III: Choose one 4-credit course from any other 200 level or above creative practice elective course		4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
INFOSCI 104	Digital Design	4
MEDIART 105	Introduction to Film Studies	4
MEDIART 108 / LIT 108	Love and Dreams on the Chinese Stage	2
LIT 109	Writing Stories for Children	2
MEDIART 112	Race on Film	2
MEDIART 113	Exploring Music	2
MEDIART 114	Film Musicals & Musical Films	2
INFOSCI 201	Interaction & Physical Computing	4
MEDIART 203	Audio Documentary	4
MEDIART 204	The Photographic Essay	4
MEDIART 205	Digital Imaging	4
MEDIART 206	Computer Graphics	4
MEDIART 207	Creative Writing and Elements of Story	4

MEDIART 212	Editing for Film and Video	4
MEDIART 215	Documenting City Life	2
MEDIART 218	Music and Cinema	4
MEDIART 301	Experimental Filmmaking	4
MEDIART 302	Contemporary Documentary Film	4
MEDIART 303	Documentary Photography and the Cultural Landscape	4
MEDIART 304	The On-Going Moment: Presentations of Time in Still and Moving Images	4
MEDIART 305	Producing Docu-Fiction	4
MEDIART 306	Foundations of Interactive Game Design	4
MEDIART 310	Screenwriting	4
MEDIART 311	Cinematography	4
MEDIART 312	Graphic Design in Motion	4
MEDIART 313	Sports Documentary	4
MEDIART 405/ GCULS 405	The Curatorial: Theory and Practice	4

Molecular Bioscience with Tracks in Biogeochemistry, Biophysics, Cell and Molecular Biology, Genetics and Genomics

All biological sciences rest on two central principles – all organisms and their characteristics are the product of evolution, and all life processes have a physical and chemical basis. Simply put, at the most fundamental level, there is a shared molecular basis of life. Despite the astonishing diversity of living organisms, from bacteria living in deep ocean hydrothermal vents to cherry trees flowering in the spring to complex modern humans shaping the world around us, many features of all organisms at the cellular and molecular levels are fundamentally similar because of shared evolutionary history. Discoveries of fundamental molecular mechanisms in one species - a bacteria or fungus or fruit fly, for example - often apply to other distantly related organisms like humans. Solving many of the most perplexing and challenging biological, agricultural, medical, societal, and environmental problems in today's world requires a broad and deep understanding of the molecular basis of life. The highly interdisciplinary field of molecular bioscience seeks to understand at the level of atoms and molecules how living things acquire energy and chemical nutrients from their environment, how they use that energy to fuel the basic biochemical reactions and cellular functions required for life, how they use molecular information encoded in their DNA to grow, survive, and reproduce, and how their metabolic and biochemical processes transform the environment in which we all live.

The broad goal of molecular bioscience, to understand the mechanisms of life processes at the physical, chemical, and cellular levels, requires students to integrate knowledge from several disciplines that traditionally are treated as separate realms of knowledge. Molecular bioscience is at the intersection of biology, chemistry, and physics, but most undergraduate programs require that students focus on one discipline at the exclusion of the other two. In contrast, the Molecular Bioscience major at DKU is designed to integrate fully the fields of biology, chemistry, and physics throughout the major's course of study, so DKU students trained in molecular bioscience will be better prepared to understand and make fundamental advances on the tremendous challenges facing our current and future generations in human health, agriculture, biotechnology, and global environmental change.

Through the required interdisciplinary introductory courses including Biochemistry, Biophysics, Genetics and Evolution, and Biomedical Ethics, all molecular bioscience students will gain core foundational knowledge and skills that uniquely will enable them to pursue one of four more specialized tracks of courses that focus some of the most exciting fields of science today.

Students who choose the Cell and Molecular Biology track, for example, will learn of stunning new discoveries of how cells work at the molecular level, and how that knowledge is critical for advances in cancer biology and medicine, pharmacology, biochemistry, virology, immunology, developmental biology, and the Biotech industries.

The Genetics and Genomics track will provide students with deep insight into how the explosive fields of functional genomics, bioinformatics, and computational biology are revolutionizing our understanding of life. Students will learn how genomics is revealing the complex and highly orchestrated mechanisms that organisms use to regulate genes and genomes, how genomes evolve

via population genomic processes, and how new methods like DNA editing promise to transform medicine, agriculture, and our understanding of basic biological processes.

The Biophysics track will allow students to apply principles of physics to biological systems at molecular, organismal, and ecological levels. These students will learn how such integrated applications of these principles are leading to the incredible breadth of advances biophysicists are making in bioelectronics, quantum biology, nanotechnology, structural biology, biomechanics, biochemistry, and cell and molecular biology.

Finally, students who choose the Biogeochemistry track will discover how the activities of biological systems and other chemical, physical, and geological processes drive the global or local cycles of chemicals like carbon and nitrogen, and ultimately lead to global environmental change. These students, with their interdisciplinary training in molecular bioscience with a focus on ecosystem science, will be uniquely prepared to solve existential challenges like human-mediated global climate change and environmental degradation.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Molecular Bioscience / Biogeochemistry

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
CHEM 201	Organic Chemistry I	4
BIOL 202	Genetics and Evolution	4
PHYS 303	Introduction to Biophysics	4
BIOL 305	Introduction to Biochemistry	4
BIOL 320	Bioethics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
BIOL 208	General Ecology	4
BIOL 311/ ENVIR 311	Biogeochemistry	4
And choose one course from the following two courses		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 205	Probability and Statistics	4
And choose one course from the following two courses		
BIOL 313/ ENVIR 313	Ecosystem Service	4
BIOL 319	Global Change Biology	4
And choose one course from the following two courses		
BIOL 312	Ecophysiology	4
ENVIR 315/ CHEM 315	Aqueous Geochemistry	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	**Course Name**	**Course Credit**
BIOL 201	Cell and Molecular Biology	4
ENVIR 202	Biodiversity and Conservation	4
ENVIR 304	Environmental Chemistry and Toxicology	4
BIOL 318	Food Web Ecology	4
BIOL 405	Microbial Ecology	4

Molecular Bioscience / Biophysics

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
CHEM 201	Organic Chemistry I	4
BIOL 202	Genetics and Evolution	4
PHYS 303	Introduction to Biophysics	4
BIOL 305	Introduction to Biochemistry	4
BIOL 320	Bioethics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PHYS 122	General Physics II	4
MATH 201	Multivariable Calculus	**4**
PHYS 201	Optics and Modern Physics	4
MATH 202	Linear Algebra	4
PHYS 302	Thermal and Statistical Physics	4

PHYS 406	Biophysics	4
And choose two courses from the following four courses		
PHYS 301	Classical Mechanics	4
PHYS 304	Electricity and Magnetism	4
PHYS 401	Quantum Mechanics	4
PHYS 404	Nonlinear Dynamics	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	**Course Name**	**Course Credit**
BIOL 201	Cell and Molecular Biology	4
MATH 303	ODE and Dynamical Systems	4
PHYS 310	Physics of Particulate Materials	4
BIOL 316	Quantitative Physiology	4
MATH 403	Partial Differential Equations	4
CHEM 404	Physical Biochemistry	4
MATH 410	Modeling Biological Systems	4

Molecular Bioscience / Cell and Molecular Biology

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
CHEM 201	Organic Chemistry I	4
BIOL 202	Genetics and Evolution	4
PHYS 303	Introduction to Biophysics	4
BIOL 305	Introduction to Biochemistry	4
BIOL 320	Bioethics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
BIOL 201	Cell and Molecular Biology	4
BIOL 212	Microbiology	4
BIOL 304	Molecular Genetic Analysis	4
BIOL 306	Cell Signaling and Diseases	4
BIOL 315	Experimental Molecular Biology	4
And choose one from the following courses		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 205	Probability and Statistics	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	Course Name	Course Credit
BIOL 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
BIOL 401	Advanced Biochemistry: Cell Metabolism	4
BIOL 310	Developmental Biology	4
BIOL 314	Computational Biology and Bioinformatics	4
CHEM 404	Physical Biochemistry	4
BIOL 307	Cancer Genetics	4

Molecular Bioscience / Genetics and Genomics

Divisional Foundation Courses

Course Code	Course Name	Course Credit
Choose one from the following two Math courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
And complete the following courses		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
CHEM 201	Organic Chemistry I	4
BIOL 202	Genetics and Evolution	4
PHYS 303	Introduction to Biophysics	4
BIOL 305	Introduction to Biochemistry	4
BIOL 320	Bioethics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
BIOL 201	Cell and Molecular Biology	4
BIOL 304	Molecular Genetic Analysis	4
BIOL 314	Computational Biology and Bioinformatics	4
BIOL 403	Experimental Methods in Functional Genomics	4

BIOL 407	Population Genomics and Molecular Evolution	4
And choose one from the following courses		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 205	Probability and Statistics	4

Electives

Courses listed in the table below are recommended electives for the major and the course list will be updated periodically. Students can also select other courses in different disciplines or divisions as electives.

Course Code	**Course Name**	**Course Credit**
ENVIR 202	Biodiversity and Conservation	4
BIOL 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
BIOL 212	Microbiology	4
BIOL 310	Developmental Biology: Development, Stem Cells, and Regeneration	4
BIOL 317	Systems Biology	4
BIOL 404	Genomics of Adaptation	4

Political Economy with tracks in Economics, Political Science, and Public Policy

Within the field of international relations in general, and international political economy in particular, interested Duke Kunshan University students will have a chance to explore--both broadly and deeply, a large array of the world's most pressing issues--issues that will determine the balance between peace and conflict over the coming decades. Given the growing impact of globalization and the rather profound structural changes occurring in international affairs, it is imperative that we train a new generation of international relations theorists and practitioners who can appreciate, manage and lead in the increasingly complex world that we face on a daily basis.

The field of international political economy utilizes an interdisciplinary approach to examine the reciprocal relationships between politics and markets, both within and among countries, employing a variety of analytical and research tools, including those of economics. Its concerns include interactions among economic and political development; cooperation and conflict among nations, groups, and individuals; the distribution of material resources and political/economic power; the effects of political actors and institutions on economic outcomes and vice versa; the causes and consequences of technological change, growth, and globalization; and regulation and global governance. The curriculum will provide students an overview of the changing face of international relations as well as impart to them the critical tools and techniques that inform the study of international political economy. Students will have an opportunity to examine and assess a broad range of global issues using the lens and conceptual frameworks of political economy. Students can choose among the three disciplinary tracks: Economics, Political Science, or Public Policy.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

Political Economy / Economics

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
And choose one from the following two courses		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
ECON 101	Economics Principles	4
POLECON 201	International Political Economy	4
ETHLDR 202	Ethics, Markets, Politics	4
POLECON 301	Development	4
POLECON 302 / GCHINA 301	China's Economic Transition	4
POLECON 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
ECON 201	Intermediate Microeconomics I	4
ECON 202	Intermediate Microeconomics II	4
ECON 203	Introduction to Econometrics	4
ECON 204	Intermediate Macroeconomics	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
POLECON 105	China and the Global South	2
MATH 201	Multivariable Calculus	4
COMPSCI 206 /ECON 206	Computational Microeconomics	4
ECON 211	Intelligent Economics: An Explainable AI approach	4

POLECON 211	Risk Analysis and Forecasting	2
PUBPOL 220	Introduction to Regulatory Governance	4
ECON 301	Health Economics	4
ECON 302/ ENVIR 302	Environmental Economics & Policy	4
ECON 303	Financial Institutions	4
ECON 304	Economic Growth	4
SOCIOL 306	Contemporary Population Problems	4
ECON 307	History of Monetary & International Crises	4
POLSCI 307	Political Economy of Institutions	4
ECON 308	Economic History and Modernization of the Islamic Middle East	4
ECON 309	Behavioral Finance	4
ECON 310	Urban Economics	4
MATH 316/ ECON 316	Discrete Time Finance	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4
ECON 333/ SOSC 333	Social and Economic Networks	4
ECON 401	Competitive Strategy & Industrial Organization	4
POLECON 401 /GCHINA 401	Political Economy of the Chinese Reform	4
ECON 402	International Finance	4
ECON 404/ ENVIR 404	Environmental Justice: The Economics of Race, Place and Pollution	4

Political Economy / Political Science

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
ECON 101	Economics Principles	4
POLECON 201	International Political Economy	4
ETHLDR 202	Ethics, Markets, Politics	4
POLECON 301	Development	4
POLECON 302 / GCHINA 301	China's Economic Transition	4
POLECON 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
POLSCI 101	International Politics	4
POLSCI 201	Political Institutions and Processes	4
ETHLDR 203	Conceptions of Democracy and Meritocracy	4
POLSCI 301	Program Evaluation	4
POLSCI 302	Public Opinion	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
POLSCI 102	Social Choice and Democracy	4
POLSCI 105	Contemporary Political Ideologies	2
POLECON 105	China and the Global South	2
POLSCI 106	Political Rhetoric, Crisis, and Leadership	2
PUBPOL 106	Urbanizing China: Spatial and Social Dynamics in Chinese Cities	2
ETHLDR 108	Democracy and Inclusion: Hopes, Prospects, Dilemmas	2
WOC 201	Academic Writing 1: Argumentation Across Disciplines	2
GCHINA 202	Modern Chinese Politics	4
HIST 202	World History and Global Interactions	4
POLECON 202	The Politics of International Economic Relations: America in the World Economy	4
POLSCI 204	The U.S. Constitution and its Critics	4
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
POLSCI 208	Political and Social Inequality	4
POLSCI 209	Democratic Erosion	2
POLSCI 210	International Relations in East Asia	4
POLSCI 211/ LIT 211	Politics and Literature	4
POLECON 211	Risk Analysis and Forecasting	2
POLSCI 212	Pathologies of Modern Society: Foundational Ideas	4
POLSCI 213	Populism	2
CULANTH 214/ POLSCI 214	Authoritarianism and the Struggle for Democracy in Latin America	4
POLSCI 216	War and Peace: Foundations of the International Political Order	2

POLSCI 219/ PUBPOL 219	The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats	4
PUBPOL 220	Introduction to Regulatory Governance	4
POLSCI 221	US/China Relations	4
POLSCI 303	International Politics of East Asia	4
SOCIOL 306	Contemporary Population Problems	4
POLSCI 311/ SOCIOL 311 /PHIL 311	The Political and Social Thought of Hannah Arendt	4
POLSCI 312	Islamic Political Thought	4
POLSCI 313/ PSYCH 313	Political Psychology	4
CULANTH 314 / POLSCI 314	Refugees and the Biopolitics of Citizenship	4
POLSCI 315	American Politics in Comparative Perspective	4
PUBPOL 316/ HIST 316	The Modern Regulatory State	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4
SOSC 320	Data in the World: Applied Social Statistics	4
ECON 333/ SOSC 333	Social and Economic Networks	4
POLECON 401/ GCHINA 401	Political Economy of the Chinese Reform	4

Political Economy / Public Policy

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
ECON 101	Economics Principles	4
POLECON 201	International Political Economy	4
ETHLDR 202	Ethics, Markets, Politics	4
POLECON 301	Development	4
POLECON 302 / GCHINA 301	China's Economic Transition	4
POLECON 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PUBPOL 101	Introduction to Policy Analysis	4
PUBPOL 301	Political Analysis for Public Policy	4
PUBPOL 303	Policy Choice as Value Conflict	4
PUBPOL 315 / ECON 315	Economics of the Public Sector	4
Choose one course from the following two courses		
ECON 201	Intermediate Microeconomics I	4
PUBPOL 304	Microeconomic Policy Tools	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	Course Name	Course Credit
POLECON 105	China and the Global South	2
PUBPOL 106	Urbanizing China: Spatial and Social Dynamics in Chinese Cities	2
POLSCI 107	Political Psychology	2
ETHLDR 108	Democracy and Inclusion: Hopes, Prospects, Dilemmas	2
PUBPOL 120	Globalization and Corporate Citizenship	4
WOC 201	Academic Writing 1: Argumentation Across Disciplines	2
POLSCI 204	The U.S. Constitution and its Critics	4
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
PUBPOL 210	Development and Africa	4
POLECON 211	Risk Analysis and Forecasting	2
PUBPOL 211	Globalization and Public Policy	4
PUBPOL 214	Globalization and History	4
POLSCI 214/ CULANTH 214	Authoritarianism and the struggle for democracy in Latin America	4
CULANTH 214/ POLSCI 214	Authoritarianism and the Struggle for Democracy in Latin America	4
POLSCI 219/ PUBPOL 219	The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats	4
PUBPOL 220	Introduction to Regulatory Governance	4
SOCIOL 306	Contemporary Population Problems	4
PUBPOL 307	Market Power and Public Policy	4
POLSCI 307	Political Economy of Institutions	4
CULANTH 314/ POLSCI 314	Refugees and the Biopolitics of Citizenship	4
POLSCI 315	American Politics in Comparative Perspective	4

PUBPOL 316/ HIST 316	The Modern Regulatory State	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4
SOSC 320	Data in the World: Applied Social Statistics	4
ECON 333/ SOSC 333	Social and Economic Networks	4
POLECON401 /GCHINA 401	Political Economy of the Chinese Reform	4

US Studies with tracks in American History, American Literature, Political Science, and Public Policy

America is a unique experiment in self-governance, economic formation, and cultural production. It is rooted in Puritan settlement and the American Revolution and has been reshaped from the beginning by racial, religious, regional, linguistic, and sexual minorities upwardly mobile and on-the-make. U.S. nationality therefore includes both patriotic nationalism and pointed dissent. There is also a long history to U.S. connections with Asia and of Asian—especially Chinese—impact on the United States, which is now taking on ever greater force as China and the United States engage on the global stage.

US Studies fosters understanding of the ideas, cultures, art, institutions, aspirations, and realities that have played an important role in the development of American society and public life. Particular attention is paid to core ideas of American citizenship and to the ways in which institutions have facilitated and constrained efforts by marginalized groups to achieve full citizenship. U.S. Studies is therefore both an appreciation and a critique. It captures the utopian impulse in the American narrative, its far-reaching and inspiring vision, and its many successes including the achievement of a revelatory ironic and self-critical literature. It also examines ideas of nationhood that transcend national boundaries and forms of nationalist ideology that have produced anti-nationalist dissent. The courses offered in the program examine the formation of historical, philosophical, religious, social, artistic and political traditions that shape American political thought, institutions, culture and literature. Students can choose among four disciplinary tracks with the overall US Studies major: American History, American Literature, Political Science, and Public Policy.

Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2021-2022.)

US Studies / American History

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
POLSCI 103	American Ideas and the Idea of America	4
LIT 106	American Otherness and Otherness in America	4
POLSCI 207	Democratic Institutions in America	4
LIT 215	Self-Making in the American Imagination	4
POLSCI 310	America in the World	4
USTUD 390	Junior Seminar: Advanced Topics	4
USTUD 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
HIST 104	American History to 1876	4
HIST 105	American History from Reconstruction to the Present	4
HIST 201	History Methods and Research	4
And an additional 4-credit American History course (200-400 level) (i.e., history courses among the electives recommended for this major)		4
And one 4-credit non-American History course (100-400 level) (i.e., any history course not listed among the electives recommended for this major)		4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
POLSCI 106	Political Rhetoric, Crisis, and Leadership	2
HIST 118	The American Empire	2
HIST 120	Writing Historical Fiction	4
HIST 121	Pan-Africanism: Global Story of an American Idea	2
POLSCI 202	U.S. Citizenship: History, Meaning and Conflict	4
HIST 203	America in Asia, Asians in America	4
POLSCI 203	Civil Rights and Civil Liberties	4
POLSCI 204	The U.S. Constitution and its Critics	4
HIST 208	America Fractured	4
POLSCI 219/ PUBPOL 219	The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats	4
POLSCI 221	US/China Relations	4
SOSC 301	Religion and Community in America	4
SOCIOL 301	Race, Ethnicity, and Citizenship	4
POLSCI 304	Revolutions and Foundings: A Comparative Perspective	4
POLSCI 305	American Capitalism in the World	4
HIST 306	The United States and China in War and Revolution	4
HIST 307	Cold War America	4
HIST 308	Immigration and the American Experience	4
HIST 311	Documenting Durham and the New South	4
PUBPOL 316/ HIST 316	The Modern Regulatory State	4

US Studies / American Literature

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
POLSCI 103	American Ideas and the Idea of America	4
LIT 106	American Otherness and Otherness in America	4
POLSCI 207	Democratic Institutions in America	4
LIT 215	Self-Making in the American Imagination	4
POLSCI 310	America in the World	4
USTUD 390	Junior Seminar: Advanced Topics	4
USTUD 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
LIT 105	The Epic of America (the Novel)	4
LIT 205	American Lyric Across Borders (Poetry)	4
LIT 308	American Icons	4
And two 4-credit courses (200 level or above) from the American Literature Electives		8

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
LIT 109	Writing Stories for Children	2
LIT 110	The Art of the Interview	4
LIT 201	Asian-American Arts and Letters	4
LIT 202	African American Literature and Culture	4
POLSCI 204	The U.S. Constitution and its Critics	4
LIT 206	Early Literatures from Colonization to Revolution	4
LIT 207	The American Renaissance and Its Rivals	4
HIST 208	America Fractured	4
USTUD 210	American Musicals	4
LIT 301	The Realist Moment	4
USTUD 301	The Western Across Boundaries	4
LIT 302	America's Novel Modernity	4
LIT 303	The Literary Arts of the Cold War	4
LIT 304	The Center Stage of Ethnic and Women's Writing	4
LIT 305	The U.S. and the Contemporary Global Imagination	4

US Studies / Political Science

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4
STATS 101	Introduction to Applied Statistical Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
POLSCI 103	American Ideas and the Idea of America	4
LIT 106	American Otherness and Otherness in America	4
POLSCI 207	Democratic Institutions in America	4
LIT 215	Self-Making in the American Imagination	4
POLSCI 310	America in the World	4
USTUD 390	Junior Seminar: Advanced Topics	4
USTUD 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
POLSCI 101	International Politics	4
POLSCI 201	Political Institutions and Processes	4
ETHLDR 203	Conceptions of Democracy and Meritocracy	4
POLSCI 221	US/China Relations	4
POLSCI 302	Public Opinion	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
POLSCI 102	Social Choice and Democracy	4
POLSCI 105	Contemporary Political Ideologies	2
POLSCI 106	Political Rhetoric, Crisis, and Leadership	2
ETHLDR 108	Democracy and Inclusion: Hopes, Prospects, Dilemmas	2
WOC 201	Academic Writing 1: Argumentation Across Disciplines	2
HIST 202	World History and Global Interactions	4
POLECON 202	The Politics of International Economic Relations: America in the World Economy	4
POLSCI 204	The U.S. Constitution and its Critics	4
CULMOVE 206	Ethnic and Religious Diversity in the Middle East	4
HIST 208	America Fractured	4
POLSCI 208	Political and Social Inequality	4
POLSCI 209	Democratic Erosion	2
POLSCI 210	International Relations in East Asia	4
POLSCI 211/LIT 211	Politics and Literature	4
POLSCI 212	Pathologies of Modern Society: Foundational Ideas	4
POLSCI 213	Populism	2
POLSCI 216	War and Peace: Foundations of the International Political Order	2
POLSCI 219/ PUBPOL 219	The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats	4
POLSCI 303	International Politics of East Asia	4

POLSCI 311/ SOCIOL 311/ PHIL 311	The Political and Social Thought of Hannah Arendt	4
POLSCI 313/ PSYCH 313	Political Psychology	4
POLSCI 315	American Politics in Comparative Perspective	4
PUBPOL 316/ HIST 316	The Modern Regulatory State	4
SOSC 320	Data in the World: Applied Social Statistics	4

US Studies / Public Policy

Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 101	Foundational Questions in Social Science	4
ARHU 101	The Art of Interpretation: Written Texts	4
SOSC 102	Introduction to Research Methods	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
POLSCI 103	American Ideas and the Idea of America	4
LIT 106	American Otherness and Otherness in America	4
POLSCI 207	Democratic Institutions in America	4
LIT 215	Self-Making in the American Imagination	4
POLSCI 310	America in the World	4
USTUD 390	Junior Seminar: Advanced Topics	4
USTUD 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
STATS 101	Introduction to Applied Statistical Methods	4
PUBPOL 101	Introduction to Policy Analysis	4
PUBPOL 301	Political Analysis for Public Policy	4
PUBPOL 303	Policy Choice as Value Conflict	4
Choose one course from the following two courses		
ECON 201	Intermediate Microeconomics I	4
PUBPOL 304	Microeconomic Policy Tools	4

Electives

Students can choose the recommended electives in their tracks or select other courses in different disciplines or divisions as electives. The course list will be updated periodically.

Course Code	**Course Name**	**Course Credit**
PUBPOL 102	Introduction to the United States Health Care System	4
ETHLDR 108	Democracy and Inclusion: Hopes, Prospects, Dilemmas	2
WOC 201	Academic Writing 1: Argumentation Across Disciplines	2
POLSCI 204	The U.S. Constitution and its Critics	4
PUBPOL 212	Immigrant Dreams, U.S. Realities: Immigration Policy History	4
PUBPOL 216	Civic Participation and Public Policy	4
POLSCI 219/ PUBPOL 219	The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats	4
PUBPOL 220	Introduction to Regulatory Governance	4
POLSCI 315	American Politics in Comparative Perspective	4
PUBPOL 316/ HIST 316	The Modern Regulatory State	4
SOSC 320	Data in the World: Applied Social Statistics	4

Course Descriptions

Not every course listed is offered every term, and the course list and course information will be updated periodically. Please refer to the online Course Catalog for Courses offered in AY2021-2022.

Courses with Course Subject: Arts (ARTS)

ARTS 21 General Art, Studio (4 credits)

Credit for advanced placement on the basis of the College Board examination in Studio Art.

Courses with Course Subject: Arts and Humanities (ARHU)

ARHU 101: The Art of Interpretation: Written Texts (4 credits)

Training in close reading and analysis of text remains a foundational skill in the arts and humanities, whether the text is literary or documentary. This core course combines practical training in close reading of a variety of texts, with strategies of analysis that are theoretically informed without, however, offering a comprehensive treatment of theory per se. The course will focus both on reading and analysis of literary texts, and on the nuanced unpacking of documents (official, unofficial, personal) with a view to historical method.

Prerequisite(s): None

ARHU 102: The Art of Interpretation: Images and Sound (4 credits)

This class will train students to develop skill and sophistication in viewing and analysis of images, including art objects, film, and new media; and in sound studies, including sonic culture, film music, and traditional musical arts. The goal is audiovisual literacy – the creation and interpretation of sound and image that has become central to the ways we experience and understand the world. This core course combines practical training (how to see, how to hear) with a variety of modes of analysis.

Prerequisite(s): None

Courses with Course Subject: Behavior Science (BEHAVSCI)

BEHAVSCI 101 Introduction to Behavioral Science (4 credits)

This course provides a broad overview of the research methods and applications of behavioral science. It introduces core phenomena of human behavior including but not limited to decision making, perception and action, and group interactions. It also considers how behavior is influenced by institutions (e.g., governmental policies, business, and environment). The course is expressly interdisciplinary, drawing upon theories and empirical research in psychology, behavioral economics, political science, and other social sciences.

BEHAVSCI 102 Mechanisms of Human Behavior (4 credits)

This course introduces students to the primary empirical approaches in behavioral science through a combination of directed readings and hands-on experience with the primary methods in the field. Students will design, conduct, and analyze experiments that explore perception, action, and decision making in a laboratory setting. Students will also explore complex social behavior by implementing online experiments and analyzing the resulting data.

Prerequisite(s): BEHAVSCI 101

BEHAVSCI 201 Individuals and Their Decisions (4 credits)

This course is a team-taught, question-driven introduction to the certificate and the fundamentals of how humans make decisions. The primary goal is to provide hands-on and problem-focused instruction designed to connect students to research as quickly as possible. Substantive topics include behavioral and experimental economics, consumer behavior and marketing research, game theory, medical decision making, neuroeconomics, and political psychology.

Prerequisite(s): BEHAVSCI 102

BEHAVSCI 202 Institutions, Groups, and Society (4 credits)

Through this course, students will gain a deeper appreciation of how the behavior of individuals is influenced by macroscopic factors: group memberships and identity, commercial and political institutions, and cultural and societal norms. Sample topics include voting behavior, legal decision making, how diversity shapes group dynamics, cross-cultural differences in perception and decision making, and the rise and fall of cultural memes. The course will also explore the incorporation of behavioral science into public policy through "nudges" that can shape individual behavior.

Prerequisite(s): BEHAVSCI 102

BEHAVSCI 203 Comparative Analysis of Behavior (4 credits)

This course explores commonalities and differences in behavior across species, with a particular focus on how behavior has been shaped by evolutionary pressures (e.g., ecological niches). It will identify ways in which human behavior is mirrored in other great ape species, while also considering evidence for and against uniquely human behavioral capacities. The course will draw upon concepts from psychology, evolutionary anthropology, and related disciplines.

Prerequisite(s): PSYCH 101 or NEUROSCI 102

BEHAVSCI 204 Experimental Philosophy (4 credits)

This course investigates the interrelations between the experimental methods of the social/neural sciences and the fundamental questions of philosophy. Students will consider whether and how empirical research could influence a range of philosophical ideas; key topics include the nature of free will, questions of personal responsibility, and ethical judgments and decisions. The limitations of empirical methods – and the challenges of integrating theories across disciplines – will also be explored.

BEHAVSCI 205 Systems and Circuits (4 credits)

This course will focus on how brain mechanisms enable behavior. We will examine the neural basis of homeostatic control, voluntary actions, motivation, emotion, and decision making. We will use systems analysis to elucidate how volition, intentionality, and purpose can be emergent properties of neuronal interactions. We will also explore how different neurological and psychiatric disorders can result from specific defects in hierarchical neural networks. Addiction, mental health disorders.

Prerequisite(s): NEUROSCI 102

BEHAVSCI 301 Computational Neuroscience (4 credits)

Students will explore a variety of computational models that have been applied to brain physiology and function. The course will emphasize both understanding of the theoretical underpinnings of those models and applying those models within simulations or data analyses. It will span levels of analysis from neural circuits (e.g., computations in local populations of neurons) to high-level cognition and behavior (e.g., coding properties within sensory systems). The course will include hands-on laboratory exercises; thus, prior programming experience is recommended.

Prerequisite(s): NEUROSCI 102

BEHAVSCI 401 Moving Beyond Nudges (4 credits)

This capstone course explores the ethical issues associated with the rise of behavioral science, with particular focus on the intersections between individual autonomy and policy. It is organized around a series of case studies that illustrate applications of behavioral science to different domains;

students will work in groups to analyze those applications and their impact upon society. Topics will be drawn from both past and current events, and could include legal decision making, the impact of nudging policies upon disadvantaged groups, new intrusive forms of marketing, the rise of misinformation in news media, or how advances in technology limit human behavior (e.g., self-driving cars). Students will gain skills in analyzing complex problems, formulating policies, and communicating potential solutions.

Prerequisite(s): BEHAVSCI 201, BEHAVSCI 202

BEHAVSCI 402 Judgement and Decision Making (4 credits)

Building upon the foundational courses in this disciplinary track, this course explores how psychological processes shape human judgment and decision making. Core concepts include understanding rational choice models and their limitations; decision variables like probability, ambiguity, and risk; applications of heuristics to decision making; effective and ineffective uses of incentives; decision rules and aids; and types of interventions that can shape choices.

Prerequisite(s): PSYCH 101, and completion of any courses from Clusters I or II

Courses with Course Subject: Biology (BIOL)

BIOL 20 General Biology (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Biology.

BIOL 110 Integrated Science – Biology (4 credits)

Integrated Science-Biology employs five themes that describe properties of life and will be reiterated over again in Integrated Science-Biology: Organization (Structure and Function), Cycling of Energy and Matter, Information (Genetic Variation), Homeostasis (Interactions), and Evolution. These themes will be unified under the organizational principles of the Scientific Methods, formulating hypothesis and testing hypothesis with experiments. Students in Integrated Science-Biology will develop the understanding of key concepts in the context of cross-talks with chemistry and physics. While no previous knowledge is required, some background is advantageous.

Prerequisite(s): None

BIOL 201 Cell and Molecular Biology (4 credits)

Introduces major concepts in eukaryotic cell biology with a focus on molecular biology. A major emphasis is placed on transcription, translation, protein targeting and transport. In addition, the structure and function of organelles and how they function in metabolism and energetics will be examined. The role of the cytoskeleton and extra cellular matrix in governing cell shape and motility will be addressed as well as the genetic regulation of DNA replication and its place in the cell cycle and how disruption of either can lead to cancer. The laboratory portion of the class would introduce common laboratory molecular biology techniques like DNA isolation, PCR, cloning, sequencing, immunocytochemistry and fluorescent microscopy.

Prerequisite(s): INTGSCI 102; or, BIOL 110 and CHEM 110 or 120

BIOL 202 Genetics and Evolution (4 credits)

Examines the structure and function of genomics and the flow of genomic information from parent to progeny and through populations. Changes in genetic makeup underlie important biological processes from disease to adaptation and evolution. Topics include classical transmission genetics (inheritance, assortment, and recombination), bacterial and phage genetics, gene regulation, genome structure and stability, mutation and repair, population genomics, complex trait inheritance evaluation and modern genomic techniques. The laboratory portion examines genetic inheritance in common laboratory model systems like yeast and Drosophila with projects that show what can be learned about gene function by the examination of mutants. Mutants will be created by random mutagenesis as well as targeted recombination and CRISPR.

Prerequisite(s): INTGSCI 102 or BIOL 110

BIOL 203 Molecular, Behavioral and Social Evolution: Darwin's Theories Between Science and Culture (4 credits)

BIOL 203 examines Darwin's theories of natural selection and evolution through multiple lenses in scientific and humanistic disciplines. This course covers the key concepts of biological evolution, examines how simple behaviors evolve in animals and humans, and explores current ideas about the evolution of complex social behaviors and societies. The course will also introduce students to the thinkers that influenced Darwin, such as economist Thomas Malthus and geologist Charles Lyell, as well as to Darwin's influence on later thinkers from political theorist Karl Marx to historian Yuval Noah Harari. Discussion of these topics will be grounded in scientific case studies while also considering the impact of these theories on representations of gender, race and nature in popular culture, film and media.

Prerequisite(s): INTGSCI 101 or BIOL 110 or Consent of the Instructor

BIOL 208 General Ecology (4 credits)

Humans are the dominant species on Earth and ecology is key to understanding the multiple feedbacks through which their activities affect human health. Fundamental principles of ecology, from population to ecosystem levels, will be examined through the lens of human health. Topics include human population growth and carrying capacity, why we age, infectious disease dynamics, the microbiome and human health, sustainable agriculture and food security, sustainable harvest of wild foods, dynamics of pollutants in food webs, ecosystem services to humans, and human impacts of climate change.

Prerequisite(s): None

BIOL 212 Microbiology (4 credits)

This course examines a number of different types of microbes including bacteria, archaea, fungi and viruses. Classical and modern approaches to the study of microorganisms and their roles/applications in everyday life, food, medicine, research and the environment. Topics covered include microbial cell structure/function, growth, genetics, energetics/metabolism, evolution and ecology. Virology topics include structure, life cycle, modes of transmission and host ranges. Additional examination of the role of microorganisms in disease, infection and immunology. The laboratory portion would stress aseptic technique and microbial culture; molecular, cytochemical, and physiological tests for microbial identification; and fermentation and its products for food and industrial production.

Prerequisite(s): BIOL 201 or Consent of the Instructor

BIOL 304 Molecular Genetic Analysis (4 credits)

A range of genetic traits can be mapped and investigated using molecular approaches. Here we will utilize several model systems to examine different molecular methods to identify genetic traits

ranging from single gene complementation/rescue in yeast to recombination and SNP mapping in Drosophila to whole genome association studies in human populations.

Prerequisite(s): BIOL 201, BIOL 202

BIOL 305 Introduction to Biochemistry (4 credits)

Provides an introduction to the chemistry of biological macromolecules from the single molecule to cellular metabolism to the whole organism level. Protein biochemistry topics include protein synthesis, folding and structure, enzyme catalysis and kinetics, and analysis methods. Cellular metabolism topics include glycolysis, gluconeogenesis, the Krebs cycle, oxidative phosphorylation, and fatty acid and amino acid metabolism. Whole organism biochemistry/physiology topics include glycogen storage, insulin signaling and diabetes.

Prerequisite(s): CHEM 201

BIOL 306 Cell Signaling and Diseases (4 credits)

During the past several decades, exploration in basic research has yielded extensive knowledge about the numerous and intricate signaling processes involved in the development and maintenance of a functional organism. In order to demonstrate the importance and processes of cellular communication, this course will focus on cell signaling mechanisms and diseases resulting from their malfunction, such as cancer, stroke, and neuron degeneration (including Parkinson's disease, Alzheimer's disease, Huntington's disease, and Amyotrophic lateral sclerosis). Students will be exposed to current literature and cutting edge knowledge.

Prerequisite(s): BIOL 201

BIOL 307 Cancer Genetics (4 credits)

Overview of the genetic changes associated with cancer and the molecular events that transform normal cellular processes into tumor-promoting conditions. Topics include: tumor viruses, oncogenes, growth factors, signal transduction pathways, tumor suppressors, cell cycle control, apoptosis, genome instability, stem cells, metastasis, and current therapeutic approaches.

Prerequisite(s): BIOL 201, BIOL 202

BIOL 308 Evolution of Infectious Diseases (4 credits)

Covers the physiology and the ecological and evolutionary dynamics of a suite of infectious diseases. Case studies include influenza, cholera, HIV, and myxomatosis, among others, with an emphasis on pathogens infecting humans. Topics include: basic immunology, the physiology of different disease processes and transmission, the role of population size on disease transmission, the effects of climate and behavioral changes on disease dynamics, networks of disease spread, spatial spread of disease, evolution of virulence, antigenic evolution, emerging infectious diseases.

Prerequisite(s): BIOL 201, BIOL 202

BIOL 309 Comparative Vertebrate Anatomy (4 credits)

The structure, function and evolution of the vertebrate body systems including skeletal, digestive, circulatory, respiratory and nervous systems. Emphasis on understanding the functional, evolutionary and developmental basis for the similarities and difference observed among living vertebrates. In addition, examination of the physiological principles that function within these systems using examples like neural control, gas exchange, movement, excretion and metabolism. The laboratory portion will examine the various systems (muscular, skeletal, nervous, etc.) of human and non-human anatomical specimens. It will also include experiments examining the physiological aspects of the nervous, and respiratory systems.

Prerequisite(s): Consent of the instructor

BIOL 310 Developmental Biology: Development, Stem Cells, and Regeneration (4 credits)

Mechanisms of fertilization, control of cell divisions, diversification of cell types, organization and differentiation of cells and tissues of the organism, and patterning necessary to establish the body plan of many organisms including vertebrates, invertebrates and plants. Included among these mechanisms are the roles of transcription factors in controlling the trajectories toward tissues, signal transduction, morphogenetic movements, and other mechanisms used by different plants and animals to build a functional adult. Also includes stem cell biology, regeneration of tissues, sex determination, and evolutionary mechanisms of diversification.

Prerequisite(s): BIOL 201

BIOL 311 Biogeochemistry (4 credits)

Biogeochemistry is the study of how chemical elements flow through living systems and their physical environments. This course will investigate the factors that influence the cycling of those elements that are essential to life as well as the liberation, transport and exposure pathways of toxic trace elements. Concepts of nutrient limitation, element stoichiometry, primary productivity and carbon sequestration will be covered in depth, and will be applied to the study of human impacts on the global biogeochemical cycles of water, carbon, nutrients and trace metals.

Prerequisite(s): INTGSCI 102; or, BIOL 110, and CHEM 110 or 120

BIOL 312 Ecophysiology (4 credits)

This course examines how plants sense and react to environmental change in both an organismal and evolutionary context and how those reactions are scaled to the specific change. The environmental changes examined include light, temperature, water, CO2, and nutrient availability. To examine these changes at the molecular level, a detailed review of plant development, growth, and physiology is also covered.

Prerequisite(s): BIOL 208 or Consent of the Instructor

BIOL 313 Ecosystem Service (4 credits)

Ecosystem services are the benefits that people obtain from ecosystems and utilizes a system level approach to examine the interactions between four services. The course will include discussion of nutrient recycling as a supporting service, food production as a provisioning service, carbon sequestration as a regulating service and education as a cultural service as well as how they fit together in a sustainable system. Students will learn through case studies of the application of conservation, restoration and market valuation approaches to protecting critical ecosystem processes.

Prerequisite(s): BIOL 208 or Consent of the Instructor

BIOL 314 Computational Biology and Bioinformatics (4 credits)

This course focuses on the analysis of genomic and genome-related biological data sets using computational methods. The course will cover not only the identification, retrieval and exploration of specific values from a large, genomic data set, but will also include the genome-scale comparison of data sets. Topics discussed will include genome sequence assembly, alignments, RNAseq analysis, motif finding, and gene classifications.

Prerequisite(s): BIOL 201 or 202; and MATH 205 or STATS 101

BIOL 315 Experimental Molecular Biology (4 credits)

Progress in laboratory molecular biology and biotechnology have yielded phenomenal advancements in research, medicine, and diagnostics. In this hands-on laboratory course, students will perform many of the most common experimental methods in molecular biology: PCR, protein purification, site-directed mutagenesis, CRISPR and gene synthesis in one continuous project involving regulated protein localization.

Prerequisite(s): BIOL 201

BIOL 316 Quantitative Physiology (4 credits)

This course is a mathematical examination of processes in human physiological systems including pressure and electrical forces, concentration, kinetics and diffusion and mechanical forces. Examples of each will be discussed in the nervous, cardiovascular, renal, gastrointestinal, respiratory, and endocrine systems. The laboratory portion will complement the lecture topics and use detailed statistical analysis of data.

Prerequisite(s): MATH 101 or MATH 105; BIOL 110; MATH 205 or STATS 101

BIOL 317 Systems Biology (4 credits)

Introduction to concepts and applications of Systems Biology. Identification of molecular interactions that underlie cellular function using data acquired through high-throughput

approaches. A focus on transcription networks, and the types of network motifs they contain, including feed-forward loops, autoregulation, and the single-input module will be discussed. Examples of networks in development will be covered.

Prerequisite(s): BIOL 201; and MATH 205 or STATS 101

BIOL 318 Food Web Ecology (4 credits)

This course examines the movement of food energy through a community and ecosystem. After examining species diversity and abundance in ecosystems, the course will look at the species interactions within that ecosystem, including the role of keystone species. The roles of primary and secondary producers in a community and the role of decomposers will be examined to bring the cycle to a close.

Prerequisite(s): BIOL 208 or Consent of the Instructor

BIOL 319 Global Change Biology (4 credits)

The rapid change in Earth's climate has distinct biological causes and effects and in this course, both will be addressed. Beginning with a review of the Earth's climate system and how it has evolved over time to its current state, students will then examine the human-driven causes of its rapid CO2 and temperature changes. These changes have consequences and detailed examinations of examples such as species range shifts, extinctions, and changes in biological event timing will be discussed.

Prerequisite(s): BIOL 208 or Consent of the Instructor

BIOL 320 Bioethics (4 credits)

This course examines the study of ethical issues emerging from technological advancements in biomedical research using a combination of disciplines including biology, philosophy, and law. Topics discussed may include disease diagnostics quandaries (pre-natal as well as elderly); genetic modification of animals and plants for agriculture, and of humans for disease relief; and animal rights with regard to research, farm, and home. The legal aspects of genomics, cloning and diagnostics will also be discussed.

Prerequisite(s): INTGSCI 101 or BIOL 110

BIOL 401 Advanced Biochemistry: Cell Metabolism (4 credits)

Builds on and extends the core metabolism concepts introduced in BIOL305: Introduction to Biochemistry. Detailed examination of additional cellular anabolic and catabolic pathways including nucleotides, lipids, cholesterol, and others. This course had an increased focus on the metabolic similarities and differences between humans, bacteria, and plants.

Prerequisite(s): BIOL 305

BIOL 403 Experimental Methods in Functional Genomics (4 credits)

Functional genomics aims to identify a function for every gene in a genome. Using model systems like yeast, fruit flies and human cell lines, scientists can work toward this goal using a variety of methods. Approaches discussed will include a genetic approach by systematically reducing gene function by mutation or RNAi and examining a phenotype. Cellular location approaches using GFP fusions, yeast two-hybrid, and proteomics approaches will also be reviewed.

Prerequisite(s): BIOL 201, BIOL 202

BIOL 404 Genomics of Adaptation (4 credits)

Contemporary studies of how populations and species evolved adaptations to their ecological habitats. Focus on modern methods of genome mapping and sequence data and analysis in wild populations that can identify genetic changes that contributed to ecological adaptations. Emphasis on case studies of genomics of adaptation in plant and animal systems, including humans and our adaptations to environments that our ancestors encountered as they colonized diverse habitats throughout the world. Examples will also illustrate how speciation and hybridization can contribute to adaptive biodiversity.

Prerequisite(s): BIOL 202

BIOL 405 Microbial Ecology (4 credits)

Microorganisms represent the greatest diversity of life on Earth and couple the geochemical world to the living one across many ecosystems. This course will examine the role of microorganisms in biogeochemical cycles in terrestrial and aquatic ecosystems. Other topics discussed will include the symbiosis of microbes with plants, animals and other microbes to form communities. Finally, the role of microorganisms in converting or decomposing biological or geochemical materials will be addressed.

Prerequisite(s): INTGSCI 102; or, BIOL 110, and CHEM 110 or 120

BIOL 406 Population Ecology (4 credits)

This course examines a species population and its interactions within their ecosystem. Topics covered include demography and dynamics of structured populations, population regulation, population dynamics, metapopulations, and life history strategies. Interspecific interaction topics covered include competition, mutualism, host-parasite and predator/prey interactions.

Prerequisite(s): BIOL 208 or Consent of the Instructor

BIOL 407 Population Genomics and Molecular Evolution (4 credits)

This course examines the genetic mechanisms of evolutionary change at the DNA sequence level in populations. Topics covered will include models of nucleotide and amino acid substitution, linkage disequilibrium and joint evolution of multiple loci. Evolutionary topics include neutrality, adaptive selection and hitchhiking. Case histories of molecular evolution as well as hypothesis testing and estimation of evolutionary parameters will be discussed.

Prerequisite(s): BIOL 202

Courses with Course Subject: Capstone (CAPSTONE)

CAPSTONE 495 Signature Work Capstone I (4 credits)

Prerequisite(s): Senior Standing

CAPSTONE 496 Signature Work Capstone II (4 credits)

Prerequisite(s): Senior Standing

Courses with Course Subject: Chemistry (CHEM)

CHEM 20 General Chemistry (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Chemistry.

CHEM 105: Chemistry in Context (4 credits)

This course is a chemistry course aimed at students of non-science majors. Through the lenses of topical issues, this course allows students majoring in a non-science field to experience the process of science, investigating how science works, its potential and limitations, and how science and society influence/impact each other. Topics are variable but will seek to engage students in concepts that illuminate their everyday lives. Inquiry-based laboratory exercises will support the theoretical framework of the course.

Prerequisite: None. Not open to students who have credits for INTGSCI 101 or CHEM 110.

CHEM 110 Integrated Science – Chemistry (4 credits)

With an integrated approach, this course examines basic concepts and fundamental principles in chemistry based on the laws of physics. The course starts with an introduction to the static structures of atoms, molecules and matter including life itself, followed by an exploration of the dynamical and collective processes during chemical reactions. It explains how atoms, the basic building blocks of matter, interact with each other and construct the world around us, how subatomic electrons modulate the chemical properties of elements, and how the rearrangement of atoms during chemical reactions gives rise to astonishing phenomena in nature. Centered on topics in chemistry, this course not only prepares students for upper-level disciplinary courses, but also helps students develop an interdisciplinary molecular perspective, which allows them to tackle problems in various fields such as condensed matter physics, molecular biology, medicine, materials science and environmental science. While no previous knowledge is required, some background is advantageous. Not open to students who have credits for both INTGSCI 101 and 102 or CHEM 120

Prerequisite(s): None

CHEM 120 Core Concepts in Chemistry: An Environmental Perspective (4 credits)

Current challenges and opportunities in environmental science require a foundational knowledge of core concepts in chemistry. In this course, students will learn core chemical concepts including properties of gases and solutions, thermodynamics, kinetics, equilibrium, electrochemistry and nuclear chemistry as they apply to the understanding of ozone depletion, photochemical smog, climate change, acid deposition, dissolved oxygen, pH, alkalinity and alternative energy sources.

Prerequisite(s): INTGSCI 101; MATH 101 or 105

CHEM 130 Science of Cooking (4 credits)

Course material includes an introduction to the structure of molecules as well as their inter- and intramolecular interactions, with an emphasis on those species of importance to food and cooking. Additional science topics include cell structure of plants and meats and methods of heat transfer. Chemical reactivity as it relates to cooking, fermentation, food preservation and spoilage will also be discussed.

Prerequisite(s): None

CHEM 150 General Chemistry II (4 credits)

This course is the continuation of the Integrated Science - Chemistry continuum, including intermolecular forces, states of matter, aqueous ionic equilibrium and solubility equilibrium, dynamics (kinetics and thermodynamics), electrochemistry, and nuclear chemistry. Lab experiments verifying related theories and utilizing data analysis are also part of the course.

Prerequisite(s): INTGSCI 102 or CHEM 110 or CHEM 120

CHEM 201 Organic Chemistry I (4 credits)

In this course students will learn to recognize organic chemical structures and reactions that are akin to those found in living cells, as well as learn the molecular underpinnings for the many consumer goods and products we encounter and use in daily life. In addition to covering the scientific principles and applications of organic chemistry, this course will also explore how a variety of organic molecules have had an impact on history, society, and global economics. Organic Chemistry I is both an introductory and survey course for learning the foundations of organic chemistry, and is sufficient to support further studies and coursework in the areas of biology, environmental sciences, and global health. Laboratory: techniques of separation, organic reactions and preparations, and systematic identification of compounds by their spectral and chemical properties.

Prerequisite(s): INTGSCI 102 or CHEM 110 or CHEM 120

CHEM 202 Organic Chemistry II (4 credits)

Continuation of CHEM 201.

Prerequisite(s): CHEM 201

CHEM 301 Elements of Physical Chemistry (4 credits)

The course introduces students to core concepts in physical chemistry including quantum chemistry, molecular structure, molecular spectroscopy, thermodynamics, and kinetics. The course also includes laboratory experiments illustrative of these topics, as well as instruction and practice in writing the laboratory notebook and formal laboratory reports.

Prerequisite(s): CHEM 150 and PHYS 122

CHEM 315 Aqueous Geochemistry (4 credits)

This course is designed to provide the student with an understanding of the fundamentals of aqueous geochemistry. This course focuses on the fundamental aquatic geochemical processes (e.g. mineral precipitation/dissolution, solution complexation, acid-base chemistry) that shape and transform the Earth's surface as a result of rock-water interactions, and associated impacts on the fate and transport of inorganic and organic contaminants in aqueous and geochemical environments. Topics to be covered include the chemical composition of soils, geochemical specalation, mineral weathering and stability, sorption and ion exchange, soil redox processes, chemical kinetics at environmental surfaces, and the nature, composition, structure, and properties of pollutants coupled with the major chemical mechanisms controlling the occurrence and mobility of chemicals in the environment.

Prerequisite(s): INTGSCI 102 or CHEM 110 or CHEM 120

CHEM 401 Analytical Chemistry (4 credits)

Fundamentals of qualitative and quantitative measurement with emphasis on chemometrics, quantitative spectrometry, electrochemical methods, and common separation techniques, including laboratory experiments that illustrate various of these techniques.

Prerequisite(s): CHEM 150 and CHEM 201

CHEM 402 - Inorganic Chemistry (4 credits)

Bonding, structures, and reactions of inorganic compounds studied through physical chemical concepts.

Prerequisite(s): CHEM 301

CHEM 403 Advanced Topics in Physical Chemistry (4 credits)

Builds on and extends the core concepts introduced in Elements of Physical chemistry. Advanced topics and recent developments in physical chemistry.

Prerequisite(s): CHEM 301

CHEM 404 Physical Biochemistry (4 credits)

This course examines the theory and methods used to characterize the physical properties of biological macromolecules like DNA, RNA, and protein. A portion of the course will cover thermodynamics of biological macromolecules including both molecular measurements and statistical thermodynamic modeling. A second portion of the course will examine analysis methods including X-Ray diffraction, Spectroscopy, NMR, and Mass Spectrometry.

Prerequisite(s): PHYS 122; BIOL 305

CHEM 410 Introduction to Materials Chemistry (4 credits)

This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. The application of basic chemical principles to problems in materials discovery, design, and characterization will be discussed. Topics covered will include inorganic solids, nanoscale materials, polymers, and biological materials, with specific focus on the ways in which atomic-level interactions dictate the bulk properties of matter.

Prerequisite(s): CHEM 402

Courses with Course Subject: Chinese (CHINESE)

Chinese as Second Language Courses

CHINESE 101A Beginning Chinese 1 – A (2 credits)

This course is for students with little or no knowledge of the Chinese language, and is designed for building basic communicative proficiency in Mandarin Chinese. The course teaches speaking, listening, reading, and writing skills, but it places special emphasis on the oral communication skills needed for daily life interactions in Chinese, and students will be required to practice using Chinese for daily life tasks outside class. Students will begin learning to read basic high-frequency characters, and learn how to write characters properly with correct stroke order. Additionally students will learn about Chinese culture, especially as it relates to managing the daily tasks of life in China. This course is required for students in the CSL track who have not previously studied Chinese.

Prerequisite(s): None

CHINESE 101B Beginning Chinese 1 – B (2 credits)

Continuation of CHINESE 101A.

Prerequisite(s): CHINESE 101A

CHINESE 102A Beginning Chinese 2 – A (2 credits)

This course continues teaching basic communicative proficiency in Mandarin Chinese. As with CHINESE 101, the course teaches speaking, listening, reading, and writing skills. Special emphasis will be placed on learning the oral communication skills needed for daily life interactions in Chinese, and students will be expected to practice using Chinese for daily life tasks outside class. Students will learn to read high-frequency characters and learn how to write characters properly with correct stroke order. Additionally students will learn about Chinese culture, especially as it relates to managing the daily tasks of life in China.

Prerequisite(s): CHINESE 101B or the equivalent.

CHINESE 102B Beginning Chinese 2 - B (2 credits)

Continuation of CHINESE 102A

Prerequisite(s): CHINESE 102A

CHINESE 131A First Year Chinese for Heritage Learners 1 – A (2 credits)

This course is designed for CSL track students who were raised in a Chinese-speaking environment and who are proficient in speaking and listening to Chinese in daily and social conversation, but who have little or no ability to read or write in Chinese. This course will focus on teaching these students to read and write in Chinese, improve their pronunciation and grammatical structures of Mandarin, and expand vocabulary beyond daily life. Students will develop these skills both through curricular activities (such as pair work, writing essays and diaries, and group work) and extracurricular activities (such as Chinese Table and Language Partners). Topics of the course range from home and social life to cultural and social issues.

Prerequisite(s): None

CHINESE 131B First Year Chinese for Heritage Learners 1 - B (2 credits)

Continuation of CHINESE 131A

Prerequisite(s): CHINESE 131A

CHINESE 132A First Year Chinese for Heritage Learners 2 – A (2 credits)

This course is a continuation of CHINESE 131. This course will continue developing students' reading and writing ability in Chinese, improving their pronunciation and their grasp of the grammatical structures of Mandarin, and expanding vocabulary beyond daily life. Students will develop these skills both through curricular activities (such as pair work, writing essays and diaries, and group work) and extracurricular activities (such as Chinese Table and Language Partners). Topics of the course will vary from home and social life to cultural and social issues.

Prerequisite(s): CHINESE 131B or equivalent.

CHINESE 132B First Year Chinese for Heritage Learners 2 – B (2 credits)

Continuation of CHINESE 132A

Prerequisite(s): CHINESE 132A

CHINESE 201A Intermediate Chinese 1 - A

This course is designed to help students continue building basic communicative proficiency in Mandarin Chinese. The primary emphasis is on oral communication skills, with a focus on conversations in Chinese, and students will be expected to find opportunities outside class to practice using their Chinese for social interaction. Students will also learn to read dialogues that provide good models of social interaction in Chinese, and will practice writing simple texts. Additionally students will learn about Chinese culture, especially as it relates to social interaction.

Prerequisite(s): CHINESE 102B or equivalent

CHINESE 201B Intermediate Chinese 1 – B (2 credits)

Continuation of CHINESE 201A

Prerequisite(s): CHINESE 201A

CHINESE 202A Intermediate Chinese 2 – A (2 credits)

This course is designed to help students continue building basic communicative proficiency in Mandarin Chinese. The primary emphasis is on oral communication skills, with a focus on social conversations in Chinese, and the course includes assignments in which students will find opportunities outside class to practice using their Chinese for social interaction. Students will also continue building their ability to read dialogues that provide good models of social interaction in Chinese, and practice writing simple texts. Additionally students will learn about Chinese culture, especially as it relates to Chinese life and society.

Prerequisite(s): CHINESE 201B or equivalent

CHINESE 202B Intermediate Chinese 2 – B (2 credits)

Continuation of CHINESE 202A

Prerequisite(s): CHINESE 202A

CHINESE 231A Second Year Chinese for Heritage Learners 1 – A (2 credits)

This course, a continuation of CHINESE 132, is designed to help Chinese heritage students continue improving their formal and informal discourse in speaking and writing. This course aims to further expand and refine students' language skills by studying a variety of texts that are written with advanced intermediate-level vocabulary (including vocabulary denoting abstract concepts), complex grammatical structures, and formal language uses. Students will develop these skills both through curricular activities (such as pair work, writing essays and diaries, and group work) and extracurricular activities (such as Chinese Table and Language Partners). Topics of the course will focus on social and cultural issues in contemporary China.

Prerequisite(s): CHINESE 132B or equivalent

CHINESE 231B Second Year Chinese for Heritage Learners 1 – B (2 credits)

Continuation of CHINESE 231A

Prerequisite(s): CHINESE 231A

CHINESE 232A Second Year Chinese for Heritage Learners 2 – A (2 credits)

This course, a continuation of CHINESE 231, is designed to help Chinese heritage students continue improving their formal and informal discourse in speaking and writing. This course aims to further expand and refine students' language skills by studying a variety of texts that are written with advanced intermediate-level vocabulary (including vocabulary denoting abstract concepts), complex grammatical structures, and formal language uses. Students will develop these skills both through curricular activities (such as pair work, writing essays and diaries, and group work) and extracurricular activities (such as Chinese Table and Language Partners). Topics of the course focus on social and cultural issues in contemporary China.

Prerequisite(s): CHINESE 231B or equivalent

CHINESE 232B Second Year Chinese for Heritage Learners 2 - B (2 credits)

Continuation of CHINESE 232A

Prerequisite(s): CHINESE 232A

CHINESE 301A Advanced Intermediate Chinese 1 – A (2 credits)

This course reinforces what students have learned in the Intermediate Chinese courses, and continues to expand and refine their skills in listening, speaking, reading, and writing by learning a variety of texts that are written with advanced vocabulary (including academic vocabulary and vocabulary denoting abstract concepts), complex grammatical structures, and formal language uses. In addition, students will be introduced to current social issues in China (such as parenting, demographics, marriage, etc.) and different aspects of Chinese culture (such as courtesy, family relationships, ethics, etc.). Through learning and discussing these social and cultural issues, students are expected to deepen their understanding of Chinese society and culture. Students will further practice their spoken Chinese outside class by conversing with Chinese speakers about the topics studied in class.

Prerequisite(s): CHINESE 202B or equivalent

CHINESE 301B Advanced Intermediate Chinese 1 – B (2 credits)

Continuation of CHINESE 301A

Prerequisite(s): CHINESE 301A

CHINESE 302A Advanced Intermediate Chinese 2 – A (2 credits)

This course transitions students toward reading authentic texts relating to Chinese society (e.g. newspaper and magazine articles), with emphasis on learning relevant vocabulary. It also builds students' ability to comprehend authentic media resources (e.g. television programs, documentaries, etc.) on similar topics. Oral skills will be built through discussion of these topics, and students will also be expected to practice their spoken Chinese outside class by conversing with Chinese speakers about the topics studied in class. Students will also continue to build their writing skills by writing short papers in Chinese relating to the topics studied.

Prerequisite(s): CHINESE 301B or equivalent

CHINESE 302B Advanced Intermediate Chinese 2 – B (2 credits)

Continuation of CHINESE 302A

Prerequisite(s): CHINESE 302A

CHINESE 401A Advanced Chinese – Issues in Modern China 1 – A (2 credits)

In this course students will learn about social and cultural issues in China through study of authentic texts in Chinese and authentic media resources (e.g. television programs, documentaries, etc.). Oral skills will be built through discussion of these topics, and students will also be expected to practice their spoken Chinese outside class by talking with Chinese speakers about the topics studied in class. Students will also continue to build their writing skills by writing short papers in Chinese relating to the topics studied.

Prerequisite(s): CHINESE 302B or equivalent

CHINESE 401B Advanced Chinese – Issues in Modern China 1 – B (2 credits)

Continuation of CHINESE 401A

Prerequisite(s): CHINESE 401A

CHINESE 402A Advanced Chinese – Issues in Modern China 2 – A (2 credits)

The Advanced Chinese course sequence is designed to build students' ability to read authentic texts in Chinese, such as newspaper texts; it also builds students' ability to watch and listen to authentic media programs (e.g. television programs, documentaries, etc.). Students will be introduced to the following themes: popular culture, social change, cultural traditions, history and politics. Through study and discussion, students will be able to better understand the social and cultural issues in China, improve reading and listening abilities, and deliver detailed and organized presentations on these topics.

Prerequisite(s): CHINESE 401B or equivalent

CHINESE 402B Advanced Chinese – Issues in Modern China 2 – B (2 credits)

Continuation of CHINESE 402A

Prerequisite(s): CHINESE 402A

CHINESE 403 Readings in Pre-Modern Chinese (4 credits)

This course builds students ability to read and interpret pre-modern bai hua texts. The course will focus on stories from Feng Menglong's Sanyan, the most popular and well-known collection of vernacular Chinese short stories published in the late Ming period (late sixteenth and early seventeenth centuries); also included will be excerpts from late Ming plays/operas (xiqu). This course will also introduce and lecture on the culture and urban life of the late Ming Dynasty, aiming to enhance students' understanding of pre-modern Chinese literature and social life.

Prerequisite(s): CHINESE 402B or equivalent

CHINESE 404 Readings in Modern Chinese Fiction (4 credits)

In this course students will read selections from the works of important modern Chinese writers. Students will learn about important modern Chinese authors and fiction, and also build reading vocabulary and extensive reading skills, as well as presentation skills and ability to write reviews of works of fiction.

Prerequisite(s): CHINESE 402B or equivalent

CHINESE 405 Readings in Contemporary Chinese Fiction (4 credits)

In this course students will read short stories and novels by contemporary Chinese authors. Students will build their extensive reading skills and reading speed, and also discussion skills and ability to write reviews.

Prerequisite(s): CHINESE 402B or equivalent

CHINESE 406A Debating Issues in Contemporary China – A (4 credits)

In this course students will read research issues in contemporary China, primarily using Chinese language resources, and develop advanced speaking skills through debating these issues.

Prerequisite(s): CHINESE 402B or equivalent

CHINESE 406B Debating Issues in Contemporary China – B (4 credits)

Continuation of CHINESE 406A.

Prerequisite(s): CHINESE 406A or equivalent

CHINESE 407 Readings in Classical Chinese (4 credits)

This course teaches students how to read basic texts in Classical Chinese, with an emphasis on understanding the distinctive grammar of Classical Chinese and especially the use of particles. Oral skills will be built through discussion of the ideas in the texts.

Prerequisite(s): CHINESE 402B or equivalent

CHINESE 409 Chinese Book Club (4 credits)

This course is designed for learners of Chinese who already have read authentic texts in textbooks, but have read few or no Chinese books for native speaker audiences. The goal is to help students develop stronger extensive reading skills, more specifically, to improve the reading speed, build the ability to guess the meaning of sentences and paragraphs even when students don't know all the words in them, and increase the comfort level when reading authentic texts.

Prerequisite(s): CHINESE 402B or equivalent

CHINESE 410A Public Speaking in Chinese (2 credits)

Public Speaking in Chinese is designed to improve your advanced communication skills in Chinese. It is a performance-based course, with the primary emphasis on practical experience in developing speaking and listening abilities in Chinese to enable you to communicate orally in clear, coherent Chinese appropriate to the purpose, occasion, and audience. You will also learn and apply the basics of public speaking: speech study, audience analysis, outlining, organizational skills, word choice, and presentation. Furthermore through discussing contemporary issues, you will build your command of vocabulary relevant to these important social topics and issues. This course is for the students whose Chinese language level reaches at least an Advanced-Low level as defined by ACTFL's Proficiency Guidelines for Speaking.

Prerequisite(s): CHINESE 402B or equivalent

CHINESE 410B Public Speaking in Chinese (2 credits)

Public Speaking in Chinese is designed to improve your advanced communication skills in Chinese. It is a performance-based course, with the primary emphasis on practical experience in developing speaking and listening abilities in Chinese to enable you to communicate orally in clear, coherent Chinese appropriate to the purpose, occasion, and audience. You will also learn and apply the basics of public speaking: speech study, audience analysis, outlining, organizational skills, word choice, and presentation. Furthermore through discussing contemporary issues, you will build your command of vocabulary relevant to these important social topics and issues. This course is for the students whose Chinese language level reaches at least an Advanced-Low level as defined by ACTFL's Proficiency Guidelines for Speaking.

Prerequisite(s): CHINESE 410A or equivalent

CHINESE 411 Professional Networking in China (2 credits)

This performance-oriented course introduces key concepts and practices in networking within Chinese professional contexts to learners of Chinese as a Second Language. Through critical analysis and enactment of observable model behaviors, students develop awareness and basic skills necessary in building effective personal and professional relationship in China. By constantly engaging in a domain-specific online community, students will start to (1)build real-life connections with native Chinese speakers who share their interests in a particular academic or professional domain and (2) acquire learning strategies to exploited authentic Chinese resources and opportunities to sustain Chinese learning as a self-managed learner.

Prerequisite(s): CHINESE 402B or equivalent

CHINESE 412 Chinese Across the Curriculum: Independent Research (2 credits)

This course aims to train advanced Chinese learners in developing independent research projects on current issues and allow students to put their knowledge and skills to use in Chinese speaking contexts. Learners will choose their own research topics and learning materials, such as news reports, editorials, research papers, books, and documentaries. The materials must be authentic pieces produced for native Chinese speakers, and learners will work with the instructor to interpret and digest the texts and multimedia materials. By the end of the course, learners are expected to develop a structure of knowledge and an ability to exchange ideas with native Chinese speakers in their chosen domains.

Prerequisite(s): CHINESE 402B or equivalent

CHINESE 491 Independent Study in Chinese (4 credits)

This independent study course, offered by the Language and Culture Center through the Language Learning Studio, gives students an opportunity to build advanced Chinese skills in areas for which regular courses are not offered at Duke Kunshan University. In this course students will work with one of the Chinese language faculty members in the Language Learning Studio to design a language learning plan, and will then work with that faculty member to carry it out for one term. Students may repeat independent study courses.

Prerequisite(s): CHINESE 402B or equivalent

Courses with Course Subject: Chinese Society and Culture (CHSC)

These credits cannot be counted toward the 136 credit requirement, but they may be counted toward the additional credit requirements for students from the Chinese mainland, Hong Kong, Macau, and Taiwan. (See section on Credits Required for Degrees in Part 3.)

CHSC 101 Chinese Humanistic Spirit and Institutions (6 credits)

This course explores the humanistic spirit inherent in Chinese culture and the forms and changes of historically influential political systems. Topics will be closely linked to two aspects of the humanistic spirit and social institutions. On the one hand, it allows students to understand the philosophical spirit and moral reasoning characteristic of Chinese culture, as well as the Chinese political system along with its changes. On the other hand, it enables students to appreciate the intrinsic spirit of Chinese culture featuring introspection, learning, tolerance and constant change, therefore revealing the internal spiritual forces for China's social institution reforms as well as the universality and uniqueness of contemporary China's social, political and legal institutions. This course requires class attendance and a final exam (4 credits), as well as a 5000-word social practice report in Chinese (2 credits). Note that this is a compulsory course for all Chinese mainland and HMT students.

CHSC 102 Social Changes in China (6 credits)

This course reviews the history in which how China, as an ancient civilization, has revived from the fallen state in modern times to a mighty power in today's world, helping students to understand and perceive Chinese society along with its changing trends with longer-term vision, the connotation of the Chinese national spirit, and the reason why today's China cherishes independence while vigorously promoting opening up. This course requires class attendance and participation in discussion (4 credits), as well as a 7000-word themed paper (2 credits) in Chinese. Note that this is a compulsory course for all Chinese mainland and HMT students.

CHSC 103 Selected Readings of Chinese Classics (2 credits)

This course introduces a series of readings of Chinese classics, including the Four Books that illustrate the core value and belief system of Confucianism, Taoist classics of Lao Tzu and Chuang Tzu, Zen classic of the Sixth Patriarch (Liuzu tanjing), and Sun Tzu's The Art of War. Selected chapters will be covered by combining the readings with the challenges faced by people today, with an emphasis on uncovering the enduring spirit in the books that transcends time. Note that this is an elective course offered for HMT students who need to take extra CHSC courses to replace the military training credits.

CHSC 104 Trends and Policies (2 credits)

This course mainly consists of a series of 8 lectures on domestic and global challenges and issues, as well as the latest developing trends and policies. Students are required to attend 8 lectures from a defined list of lecture series. Students will earn 2 credits after they complete this requirement. The course will be graded on CR/NC basis. Note that this is a compulsory course for all Chinese mainland and HMT students.

CHSC 105 An Introduction to the Basic Principles of Marxism (2 credits)

This course is a compulsory course for for all Chinese mainland and HMT students. The course content covers the organically unified basic components of Marxist philosophy, Marxist political economy, and scientific socialism, including: introduction, the materiality and laws of development of the world, the nature and laws of development of knowledge, human society and its laws of development, the nature and laws of capitalism, the development and trends of capitalism, the development and laws of socialism, communism and its ultimate realization. Focusing on both the overall picture and key points, a combination of rigorous logic and vivid expression, a unity of theories and methods are some of the basic characteristics of this course.

CHSC 106 Appreciation of World Chinese Literature Classics (2 credits)

Appreciation of World Chinese Literature Classics is a course that explores the beauty of world Chinese literature and the general rules of people's feelings about its beauty. On the one hand, this course starts with the basic concepts and logical structure of the world Chinese literature classics, and explores their significance in the generation of the language style and discourse system of the world Chinese literature in the 20th century; on the other hand, it illustrates the types, characteristics and effect on its unique contribution to the aesthetic construction and artistic presentation of Chinese literature, revealing its status and influence in the history of world literature.

CHSC 107 An Introduction to Chinese Culture (2 credits)

Learning Chinese culture is like drinking sweet tea: you will taste the wisdom of philosophy and culture, the depth of political culture, the profoundness of academic culture, the elegance of aesthetic culture, the freshness of folk culture, the weight of science and technology and the dazzling array of utensils culture. There is a huge space for interpretation between modern MOOC and traditional culture: you will appreciate the spiritual charm of Chinese culture, and finally get the nourishment of personality self-shaping, the wisdom of life journey and the oasis of spiritual habitation.

Courses with Course Subject: Computer Design (COMPDSGN)

COMPDSGN 490 Senior Seminar (4 credits)

This seminar is a core component of the interdisciplinary major in Computation and Design. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

Courses with Course Subject: Computer Science (COMPSCI)

COMPSCI 20 Computer Science Principles (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Computer Science Principles.

COMPSCI 101 Introduction to Computer Science (4 credits)

As an introductory course for computer science, this course will bring you not only the fundamental knowledge on a variety of CS topics, but also the essential computational problem-solving skills with hands on programming experience. Successfully completing this course will serve a solid foundation for other courses in the computer science or data science major. It can also bring new concepts and tools to other domains in social science, arts humanities and natural science. This course is an elective course open to everyone, and no specific prerequisite required.

Prerequisite(s): None. Not open to students who have credit for STATS 102.

COMPSCI 201 Introduction to Programming and Data Structures (4 credits)

This course covers data and representations, functions, conditions, loops, strings, lists, sets, maps, hash tables, trees, stacks, graphs, object-oriented programming, programming interface and software engineering. While no previous knowledge is required, some background is advantageous.

Prerequisite(s): None

COMPSCI 203 Discrete Math for Computer Science (4 credits)

This course focuses on the following: mathematical notations, logic, and proof; linear and matrix algebra; graphs, digraphs, trees, representations, and algorithms; counting, permutations, combinations, discrete probability, Markov models; advanced topics from algebraic structures, geometric structures, combinatorial optimization, and number theory.

Pre/Co-requisite(s): COMPSCI 201 or MATH 202

COMPSCI 204 Introduction to Artificial Intelligence

This course covers the algorithms and representations used in artificial intelligence. It provides an introduction to and implementation of algorithms for search, planning, decision, theory, logic, Bayesian networks, robotics and machine learning.

Prerequisite(s): COMPSCI 201

COMPSCI 205 Computer Organization and Programming (4 credits)

This course focuses on the following: computer structure, assembly language, instruction execution, addressing techniques, and digital representation of data. Computer system organization, logic design, microprogramming, cache and memory systems, and input/output interfaces are also central.

Prerequisite(s): COMPSCI 201

COMPSCI 206 Computational Microeconomics (4 credits)

Use of computational techniques to operationalize basic concepts from economics. Expressive marketplaces: combinatorial auctions and exchanges, winner determination problem. Game theory: normal and extensive-form games, equilibrium notions, computing equilibria. Mechanism design: auction theory, automated mechanism design.

Prerequisite(s): MATH 101 or 105, and STATS 101

COMPSCI 207 Image Data Science (4 credits)

This course introduces the logical structure of digital media and explores computational media manipulation. The course uses the Python programming language to explore media manipulation and transformation. Topics include spatial and temporal resolution, color, texture, filtering, compression and feature detection.

COMPSCI 208 Computer Graphics (4 credits)

This course offers an overview and history of computer graphics as well as an introduction to key software technologies and concepts. These include: coordinate systems and geometric transforms; drawing routines, antialiasing, supersampling; 3D object representation, spatial data structures, constructive solid geometry; hidden-surface-removal algorithms, z-buffer, A-buffer; illumination and shading models, surface details, radiosity; achromatic light, color specification, colorimetry, different color models; graphics pipeline; animation, levels of detail.

Prerequisite(s): COMPSCI 201 or INFOSCI 201 or consent of the Instructor

COMPSCI 301 Algorithms and Databases (4 credits)

This course covers sorting, order statistics, binary search, dynamic programming, greedy algorithms, graph algorithms, minimum spanning trees, shortest paths, SQL, file organization, hashing, sorting, query, schema, transaction management, concurrency control, rash recovery, distributed database, and database as a service.

Prerequisite(s): COMPSCI 201

COMPSCI 302 Computer Vision (4 credits)

This course covers image formation and representation, camera geometry and calibration, multi-view geometry, stereo, 3D reconstruction from images, motion analysis, image segmentation, and object recognition.

Prerequisite(s): STATS 302

COMPSCI 303 Search Engines (4 credits)

This course covers Boolean retrieval, dictionary, index, vector space model, score, query, XML, language model, text classification, clustering, and web search.

Prerequisite(s): COMPSCI 201, MATH 205, and MATH 202

COMPSCI 304 Speech Recognition (4 credits)

This course covers speech production and perception, feature extraction, template-based recognition, hidden Markov modeling, language model, sub-word units, robust recognition and applications.

Prerequisite(s): STATS 302

COMPSCI 306 Introduction to Operating Systems (4 credits)

This course focuses on basic concepts and principles of multiprogrammed operating systems. Topics covered include: processes, interprocess communication, CPU scheduling, mutual exclusion, deadlocks, memory management, I/O devices, file systems, protection mechanisms..

Prerequisite(s): COMPSCI 201; and COMPSCI 205 as the prerequisite or co-requisite

COMPSCI 308 Design and Analysis of Algorithms (4 credits)

This course focuses on the design and analysis of efficient algorithms including sorting, searching, dynamic programming, graph algorithms, fast multiplication, and others. It also includes nondeterministic algorithms and computationally hard problems.

Prerequisite(s): COMPSCI 201 and COMPSCI 203

COMPSCI 310 Introduction to Databases (4 credits)

Databases and relational database management systems. Data modeling, database design theory, data definition and manipulation languages, storaging and indexing techniques, query processing and optimization, concurrency control and recovery, database programming interfaces. Current research issues including XML, web data management, data integration and dissemination, data mining. Hands-on programming projects and a term project.

Prerequisite(s): COMPSCI 201

COMPSCI 311 Computer Network Architecture (4 credits)

Introduces students to the fundamentals of computer networks. Focuses on layered architecture of the network protocol stack. Case studies will be drawn from the internet, combined with practical programming exercises. Concepts include the internet architecture, HTTP, DNS, P2P, sockets, TCP/IP, BGP, routing protocols, and wireless/mobile networking and their applications such as how to achieve reliable/secure communications over unreliable/insecure channels, how to find a good path through a network, how to share network resources among competing entities, how to find an object in the network, and how to build network applications.

Prerequisite(s): COMPSCI 205

COMPSCI 320 Software Reliability (4 credits)

Topics to be covered: software reliability growth models, software failure data analytics, classical software fault tolerance techniques based on design diversity, novel software fault tolerance techniques based on environmental diversity, classification of software faults, software aging and rejuvenation, and software safety, security and survivability. Statistical methods used in this context, methods of predicting software availability during operation, prediction of time to failure and optimal times to rejuvenate will be discussed. Practical application of these ideas will also be presented via case studies of SDN open source software ONOS and ODL, NASA Satellite on-board software, Apache Webserver and Android operating system.

Prerequisite(s): COMPSCI 101 or 201

COMPSCI 401 Cloud Computing (4 credits)

This course covers cloud infrastructures, virtualization, distributed file system, software defined networks and storage, cloud storage, and programming models such as MapReduce and Spark.

Prerequisite(s): COMPSCI 301

COMPSCI 402 Artificial Intelligence (4 credits)

This course covers uninformed search, informed search, constraint satisfaction, classical planning, neural network, deep learning, hidden Markov model, Bayesian network, Markov decision process, reinforcement learning, active learning and game theory.

Prerequisite(s): STATS 303

Courses with Course Subject: Cultural Anthropology (CULANTH)

CULANTH 20 Topics in Cultural Anthropology Studies (4 credits)

Credit for International Baccalaureate (IB) Diploma in Cultural Anthropology or equivalent.

CULANTH 101 Introduction to Cultural Anthropology (4 credits)

This course introduces the key concepts and debates within Cultural Anthropology with topics such as racism and essentialism, kinship, gender and sexuality, globalization, etc. In an age where debates addressing migration, robotics, genetic engineering, and ecological crises abound, questions about how humanity is experienced and defined have become more pertinent than ever before.

CULANTH 105 Sound in Everyday Life: Anthropological Perspectives (4 credits)

This course introduces students to the study of sound and sonic environments in urban spaces. Students will learn about theoretical approaches that approach sound and sonic landscapes as socially cultivated and study listening as a cultural practice. This course includes study of sound and music from different traditions around the world, recorded soundscapes (films, games, installations), built and ecological environments (parks, subways, streets, institutions, clubs, neighborhoods), the politics of making sound, and the history and use of sound technology (sound production, reproduction, reception, acoustic materials). This course introduces students to the study of noise in relation to public life, the representation of public life in sound, the shaping of city living practices by its acoustic architecture, and creative responses of sound in urban activist projects. Students in this course will conduct their own fieldwork on urban soundscapes.

CULANTH 106 Home, House, and Housing: An Anthropological Exploration of Human Dwellings (4 credits)

This course will explore the home as a site of attachment, the house as a place that emerged from social relationships, and housing an infrastructure whose construction is shaped by politico-economic forces. The interrelationship between the home, the house, and housing will be discussed. The course will cover contemporary issues of housing such as gentrification, segregation, and eviction. The course will provide broader and deeper understandings of the meanings of home and our relationship to the built environment.

CULANTH 201 New Media and Society (4 credits)

New media – ranging from the Internet to Twitter and Facebook, from informational networks to handheld devices – have in recent years drastically influenced the social relations for individual and communities, and have exerted profound influence on social, economic and political life. The course traces the development of new media, their relationship to previous modes of

communication and transmission, and how digital technologies influence emerging and changing spheres of economic, political and social exchanges.

CULANTH 206 The Ethnography of China: New Directions (4 credits)

The course provides a critical overview to the anthropology and ethnography of contemporary China. Beginning with the emergence of ethnology in China in the 1920s and 1930s, students will be introduced to some of the key figures in the pre-revolutionary period of China, and the key concepts, theories, and frameworks that emerged during this period in dialogue both with Soviet and British anthropology. The course then turns to the socialist period, and considers early Maoist approaches to the social sciences, and the state project to identify and classify China's minority nationalities in the 1950s. The post- Mao reform era (1978 to the present) witnesses the globalization of China and the flourishing of a wide range of new kinds of ethnographic projects. This section of the course will pay particular attention to issues of transformations in class, gender, and ethnicity, the study of rural to urban migration, the anthropology of China's urbanization, environmentalism, commodification and consumption, and the study of development in China's ethnic border regions.

CULANTH 207 Cultures of New Media (4 credits)

This course is an anthropological examination of 'new media' - their varied forms and histories, how they are used and understood, and their meanings and effects within different communities of users. We will chart a number of technologies deemed 'new' in their day and the social meanings and communities that such technologies generated. We will also explore new media in domains of art and literature, as well as issues of race, gender, sexuality and how other indices of difference come to bear on new media and its use. Most course material will be drawn from anthropology, but will also draw on media studies, visual studies, cultural studies and critical theory, queer and gender theory, history and geography. Students will make use of the Duke library resource page for this class: http://guides.library.duke.edu/new_media.

CULANTH 208 Global Migration and Ethics (4 credits)

This course examines the current scholarship on the anthropology and interdisciplinary study of global migration, and the ethical predicaments at center of contemporary forms of human mobility. Students will consider the particularities of migratory experiences in different regions of the world, and the different types of local, national, and global moral economies that emerge in these different places and histories. Particular attention will be focused on the political questions that arise when human compassion runs into conflict with the desire to preserve the cultural integrity of one's national identity. The course will draw on ethnographic texts, legal and policy materials, biographies, literature, film, and artistic responses to contemporary migration and refugee crises.

CULANTH 209 Globalization and Alternative-Globalizations (4 credits)

The course explores the culture, politics and process of globalization in light of the responses, ideologies, and practices of the anti-globalization movement. We will focus on the interrelationship

between the analysis of globalization and policy formulation on such topics as social justice, radical environmentalism, animal rights, labor, migration, poverty, natural resource management, religion and citizenship. Special attention will be focused on the role of social media, film, and photography in anti- and alternative globalization movements. Case studies from the United States, Latin America, South and East Asia, Africa, and Europe will be explored.

CULANTH 211 Gender, Mobility and Labor (4 credits)

This course takes students on a journey into the worlds of gender, labor, and mobility as they intersect in dynamic and intimate ways. Topics include: exploration the concept of gender by using anthropological and sociological theories; examination of foundational concepts in political economy, including the state, the family firm, class, labor, migration and accumulation; ethnographic case studies on factory labor, housework, sex work, the service industry and IT work across Asia, Europe, and North America; analyzing how historical and contemporary pressures of industrialization, urbanization, uneven development, and information technology challenge our assumptions about gendered labor and migration; how care work, domestic labor, intimacy, and affect do not fit singularly into cultural categories of feminine versus masculine; public versus private; or individual versus collective domains.

CULANTH 214 Authoritarianism and the Struggle for Democracy in Latin America (4 credits)

This subject explores the precarious balance between the ideal of democracy and histories of authoritarianism in Latin America. Using case studies from different historical contexts, the class examines continuities and ruptures in Latin American political history, and the cultural contexts in which populisms of the left or right, and authoritarian regimes, emerge or recede. This subject encourages students to consider political theory in relation to historical and cultural specificity. Key questions addressed include; what political cultures are associated with democratic, authoritarian and populist forms of rule? What role do struggles over memories of authoritarian pasts play in contemporary democracies? How do democracies evolve into dictatorships, and dictatorships into democracies? Previous study of international relations is helpful, but not required.

CULANTH 302 Field Methods (4 credits)

This course explores the history and practice of ethnographic field research and engages central debates about ethnographic method. The readings prompt deeper reflection on doing field research, and challenges students to think about anthropological ways of knowing. Students will be required to carry out field research, define and design a project, recording (through field notes or other methods) every step of the way. This is thus a writing- and field research-intensive course. It is organized into several practical components—constituting "the field," participant-observation ("deep hanging out"), interviewing, and writing up findings. Students will get the chance to put several key methods into practice —analyzing spaces, collecting life histories, doing semi-structured interviews and conducting participant-observation. Students will also have the option to experiment with other methods of collecting data, including the use of photography or digital video.

CULANTH 303 Politics of Food: Land, Labor, Health, and Economics (4 credits)

Explores the food system through fieldwork, study, and guest lectures that include farmers, nutritionists, sustainable agriculture advocates, rural organizers, and farmworker activists. Examines how food is produced, seeks to identify and understand its workers and working conditions in fields and factories, and, using documentary research conducted in the field and other means, unpacks the major current issues in the food justice arena globally and locally. Fieldwork required, but no advanced technological experience necessary. At least one group field trip, perhaps to a local farm or farmers market, required.

CULANTH 304 The Anthropology of Doing Good: China and Beyond (4 credits)

This course explores the intersection of neoliberalism, development and humanitarianism, largely from the perspective of cultural anthropology and the social studies of development. We often think of development as the betterment of mankind and as overall progress. Personal, economic, or otherwise, we tend to view development as a positive process. This course is meant to question widespread assumptions about development. How has development become a discourse and a practice of power since the 1940s? Why do many observers see development as a neocolonial phenomenon? Is development mitigating the domination of the "first world" on the "third world," or is it contributing to it? How have development agencies evolved and responded to critiques over time? We will pay close attention to the social relations that constitute and inform the relations, rights and obligations that exist between wealthy and the poor, including China, the US, and many other countries.

CULANTH 305 The Culture of Development: Africa (4 credits)

This course takes up the vexed issue of economic development in Africa – its failures and its successes – from the early colonial period to the present, focusing especially on the transition from the 1960s "modernizing" moment to the Millennium projects and the humanitarian aid of the present. We will read the works of development experts, World Bank executives, anthropologists and historians, exploring the challenges of these projects and what might be done in the future.

CULANTH 306 Borders, Boundaries and Ethnic Peoples in China (4 credits)

Ethnic groups in China can be found in both remote border regions and metropolitan areas. None of them live in complete isolation, or in "primitive" society. On the contrary, most of them have always lived in conditions of diversity through interactions with neighboring groups, dominant ethnic groups as well as various states. This course will explore the intersections of ethnicity, religion, gender, health, media and politics through case studies of ethnic peoples in both China's borders and cities. Highlighting how and why people construct and cross boundaries, this course sheds new light on being a global citizen.

CULANTH 314 Refugees and the Biopolitics of Citizenship (4 credits)

The refugee is caught between national and international political logics. Each country applies its own calculus for deciding which asylum seekers should be granted the status of refugee, and how refugees should be accommodated or denied access to public goods, rights and residency. This course examines the politics of national responses to record numbers of people seeking asylum, including bureaucracies of (in)validation, xenophobia, the construction of walls and detention centers, international accords, multicultural solidarity, and novel categories of citizenship. Contemporary responses to refugees reveal the interconnectedness of political and structural violence, the limits of humanitarianism and hope for new forms of international cooperation.

CULANTH 315 Why Be a Bandit? (4 credits)

Bandits and outlaws have historically played a unique role in popular imagination. In the Chinese classic Water Margin, outlaws flee tyrannical administrators but eventually make their peace with the emperor. Robin Hood occupies an equally ambivalent position between outlaw and elite roles. Seventeenth and 18th-century Atlantic pirates were feared, but their ships are viewed by scholars as laboratories for democratic experiment. Pirates, bandits and insurgents often occupy similar marginal spaces between illegality and social legitimacy today. This course will study this ambiguous status, through historical cases and ending with banditry and border violence in Central Africa and in North America.

CULANTH 405 Medical Anthropology (4 credits)

Illness and healing fundamentally shape our sense of the boundaries between nature and culture, life and death, mind and body, self and environment, and human and machine. The central goal of this course is to examine where, how, and why we encounter, challenge, bridge, or sustain these divisions. To pursue this goal, we examine the cultural, social, and political dimensions of biomedicine globally and cross-culturally. We study ethnographic writing as unique methodological and theoretical inroads into these perspectives. Our discussions will draw on both scholarly and popular cultural accounts of the experiential and interpretive aspects of medicine. Course readings introduce you to key concepts in critical medical anthropology, and trace health, illness, and biomedicine through gender, sexuality and race.

Courses with Course Subject: Cultures and Movements (CULMOVE)

CULMOVE 101 Cultures of Globalization (4 credits)

This course traces the histories of global exchange and explores how they intersect with various cultures of globalization in the present-day. This course analyzes how early exploration and colonial trade relate to global connections in the contemporary period. This course shows how historical and anthropological approaches have shed light on the importance of border-crossings and cross-cultural encounters in shaping social identities and differences; spatial cores and peripheries; and hierarchies and societal transformations. Attention to global encounters allows us to deepen our understanding of trade, civilization, state-building, labor, and global food chains. Together, these aspects of everyday life and social organization reveal the diversity and dynamism of globalization.

CULMOVE 115 Displacement and Identity: Stories of Diasporic Migration in China and the World (2 credits)

This course explores diasporic cultures across Asia, Africa, and the Americas from historical and anthropological perspectives. We begin by exploring the rise of Chinatowns across the world, with an emphasis on the Chinese-American experience, particularly during the U.S. Civil Rights period. We then examine how transnational migration has historically shaped the worlds of indentured labor, colonial trade, and hybrid food cultures. From narratives of turtle soup and beer to the personal accounts of female Chinese scholars, African traders, and coolie laborers, we examine how stories of transnational mobility color our understandings of migration, race, gender, and global connection.

CULMOVE 201 Migration, Inequality and Culture (4 credits)

This course introduces you to the major episodes and patterns in the history of human migration over the last millennium. We will examine how people on the move have shaped various institutions and cultural forms which illuminate global structures of power and inequality. We will learn how migrations have shaped and have been shaped by ideas and practices of race, class, gender, citizenship, colonialism, nation, nationalism, political movements, trade, religion, and labor. Ultimately, we will observe the change over time in the mutually constitutive relationship between migration and systems of power and inequality. While the arc of the course is historical, we will use various sociological, anthropological and political theories in our historical analysis of migration patterns and the social position of the migrants. Topics will include Indian Ocean trade networks, pilgrimage, Atlantic slave trade, mobility and colonial state building processes, and trans-national political movements.

CULMOVE 202 Culture and Social Movements (4 credits)

This course focuses on the culture and politics of social movements, interest groups, NGOs, and collective protest activity. This course explores theoretical approaches to understand the

organizational, tactical, and affective dimensions of social discontent, resistance, collective action, and protest. It will also examine histories of direct action such as public provocation and moral shock, occupation of buildings and sit-ins, marches and street blocking, performance and "art-activism". The students will be required to select and conduct an independent research project. Possible examples: Black Lives Matters, the Tea-Party, "white rage" and the election of Donald Trump, neo-fascist movements in Europe and elsewhere, the Arab Spring, environmental protest movements, labor activism, and suicide as a form of protest.

CULMOVE 203 Wealth, Inequality and Power (4 credits)

This course is about how some people get ahead and have income, wealth, and power while others stay poor. People generally agree that having some wealth is better than having none, but wealth – and the processes that create wealth – are perhaps more important than we usually acknowledge. In the course, we will distinguish wealth (ownership of houses, savings, and investments) from income (wages and salaries) and discuss why this difference matters. We will discuss how wealth, income, and other material benefits are distributed across people and families. Then we will spend the bulk of the term exploring the origins and consequences of wealth ownership and inequality.

CULMOVE 206 Ethnic and Religious Diversity in the Middle East (4 credits)

What is the Middle East and how can we understand its diverse ethnic and religious groups from a political perspective? To answer these questions, this course will explore the topics of knowledge production, Orientalism, ethnicity, religion, and gender with ethnographic research conducted in the region. The Middle East has largely been mistaken as a homogeneous and timeless place. We will examine how diverse and dynamic the region is and how national politics (often with Western intervention) has empowered or marginalized certain ethnic and religious groups in such countries, including Egypt, Turkey, Lebanon, Palestine, and Israel.

CULMOVE 301 Social Science Perspectives on China: From the Socialist Past to the Global Present (4 credits)

This is an advanced course on social science approaches to the study of China. We will read social science research from a range of disciplines such as Geography, Anthropology, and Sociology. We will study how social science research informs our understandings of China, and how China challenges existing social science paradigms. We will cover issues that are particularly salient in the field of China studies, including the dynamics between the rural and the urban, theories of "guanxi" (social exchange), etc. Finally, we will add a comparative dimension by bringing in scholarly works that focus on other socialist and post-socialist countries such as Romania and Russia..

CULMOVE 390 Junior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Cultures and Movements. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they

have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

CULMOVE 490 Senior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Cultures and Movements. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

Courses with Course Subject: Economics (ECON)

ECON 21 Introduction to Microeconomics (4 credits)

This is the equivalent for Principles of Microeconomics from Advanced Placement on the basis of a score of 4 or 5 on the Advanced Placement Microeconomics exam, or credit for a sufficient score on a Duke Kunshan University -recognized international examination such as the International Baccalaureate.

ECON 22 Introduction to Macroeconomics (4 credits)

This is the equivalent for Principles of Macroeconomics from Advanced Placement on the basis of a score of 4 or 5 on the Advanced Placement Macroeconomics exam, or credit for a sufficient score on a Duke Kunshan University-recognized international examination such as the International Baccalaureate.

ECON 101 Economics Principles (4 credits)

Basic microeconomic concepts such as demand and supply, market structures and pricing, market efficiency and equilibrium. Macroeconomic concepts such as inflation, unemployment, trade, economic growth and development. Different perspectives on issues of monetary and fiscal policy. Emphasis on public policy issues and the logic behind the economic way of thinking.

ECON 201 Intermediate Microeconomics I (4 credits)

Introduction of the concepts of preferences and technologies. Intermediate development of the theory of demand, supply and competitive equilibrium from individual preferences and technologies. Income and substitution effects, uncompensated demand and marginal willingness to pay. Conditions under which competitive markets result in efficient outcomes. Conditions under which government policy has the potential to increase efficiency. Tension between economic efficiency and different notions of equity.

Prerequisite(s): ECON 101. Anti-requisite: PUBPOL 304

ECON 202 Intermediate Microeconomics II (4 credits)

Calculus-based generalization of the theory of demand and supply developed in Intermediate Microeconomics I. Individual behavior in environments of risk and uncertainty. Introduction to game theory and strategic interaction. Adverse selection, moral hazard, non-competitive market structures, externalities, public goods.

Prerequisite(s): ECON 201; MATH 101 or 105

ECON 203 Introduction to Econometrics (4 credits)

Introduction to the theory and practice of econometrics. Estimation, hypothesis testing and model evaluation in the linear regression model. Observational and experimental methods to identify causal effects including instrumental variable and panel data methods. Lectures are supplemented by labs that use STATA.

Prerequisite(s): ECON 101 or SOSC 101; STATS 101

ECON 204 Intermediate Macroeconomics (4 credits)

Intermediate level treatment of macroeconomic models, fiscal and monetary policy, inflation, unemployment, economic growth.

Prerequisite(s): ECON 201

ECON 206 Computational Microeconomics (4 credits)

Use of computational techniques to operationalize basic concepts from economics. Expressive marketplaces: combinatorial auctions and exchanges, winner determination problem. Game theory: normal and extensive-form games, equilibrium notions, computing equilibria. Mechanism design: auction theory, automated mechanism design.

Prerequisite(s): MATH 101 or 105, and STATS 101

ECON 211 Intelligent Economics: An Explainable AI approach (4 credits)

This course explores the interdisciplinary conversation between economics and artificial intelligence (AI). In experiential education, this course shows how the two disciplines advance each other by an explainable AI approach: economics makes AI more explainable by clarifying causal relationship and AI empowers economic applications by increasing efficiency. Advanced research in Microeconomics, Macroeconomics, and Behavioral and Experimental Economics is covered with both general literature review and a case study. The course concludes with a capstone project where students produce academic research and automated products collaboratively in a team of Economist, Data Scientist, and Data Engineer.

Prerequisite(s): MATH 101 or 105; and COMPSCI 101 or 201 or MATH 205 or STATS 101 or 102.

ECON 301 Health Economics (4 credits)

Economic aspects of the production, distribution, and organization of health care services, such as measuring output, structure of markets, demand for services, pricing of services, cost of care, financing, mechanisms, and their impact on the relevant markets.

Prerequisite(s): ECON 201

ECON 302 Environmental Economics & Policy (4 credits)

The role of the environment in the theory and practice of economics. Topics include ways in which markets fail to efficiently allocate resources in the presence of pollution, along with the array of policies regulators used to correct those failures; the empirical techniques used by economists to put values on environmental commodities; and an examination of questions related to everyday environmental issues, particularly those confronting China, and the developing world.

Prerequisite(s): ECON 201

ECON 303 Financial Institutions (4 credits)

The operations of commercial and central banking and non-banking financial institutions and instruments in the United States, determination of monetary aggregates and interest rates, the financial impacts of Treasury operations, and the linkages from Federal Reserve actions to price level, employment, economic growth, and balance of payments objectives. Coverage of models of monetary economics (for example the Cagan money demand function, cash in advance models). The dynamics and real effects of inflation.

Prerequisite(s): ECON 204

ECON 304 Economic Growth (4 credits)

Examination of the enormous differences in living standards across countries, which reflect differences in growth experiences. Course studies both analytical foundations of modern growth theory and the most recent advances in modeling to shed light on old and new questions about such experiences.

Prerequisite(s): ECON 203, ECON 204

ECON 307 History of Monetary & International Crises (4 credits)

Course examines monetary/financial crises plaguing the world since the 16th century. Analyzes origin, unfolding, and impact of crises, debates generated by them, and formulation/implementation of policy measures. Attention is paid to international implications/connections on European/Asian money supply, banking/credit systems; reaction to South Sea Bubble and John Law Credit Systems in numerous European nations; experiments with paper money in America; rise/demise of gold standard in 19th/20th century; currency and exchange rate problems of last three decades. Case studies will be selected and assigned according to participants' interests.

Prerequisite(s): ECON 204

ECON 308 Economic History and Modernization of the Islamic Middle East (4 credits)

Economic development of the Middle East from the rise of Islam to the present. Transformation of the region from an economically advanced area into part of the underdeveloped world. Role of religion in economic successes and failures. Obstacles to development today. Topics: Islamic economic institutions, economic roles of Islamic law, innovation and change, political economy of modernization, interactions with other regions, economic consequences of Islamism.

Prerequisite(s): ECON 101

ECON 309 Behavioral Finance (4credits)

The field of Behavioral Finance uses psychology to explain anomalies that we observe in the financial markets—investment behavior that are not consistent with the classical economic models of rational decision-making. In behavioral models, we recognize that individuals (and markets) may behave irrationally, sometimes for extended periods of time. Using some of the more popular and accepted theories of human behavior from the fields of psychology and decision-making, we will characterize some prevalent features of irrational behavior in the financial markets. We will discuss typical errors made by financial market participants as a result of behavioral biases, and examine the extent to which irrationality can affect financial markets at the aggregate level ("bubbles"), how long irrationality may persist, and what factors will eventually cause these bubbles to burst ("crashes").

Prerequisite(s): ECON 101

ECON 310 Urban Economics (4 credits)

Introduction to urban and spatial economics. Neoclassical monocentric city spatial model, patterns of land values, property prices, residential density and impact of distressed communities on broader development. Systems of cities and regional growth, role of cities in economic development. United States urban features: ethical and socio-economic effects of housing segregation and implications for discrimination. Tradeoffs between efficiency and fairness in housing resource allocation. Business location theory, impact of innovations in transportation, and technology's effect on work patterns.

Prerequisite(s): ECON 201

ECON 314 International Trade

The economics of globalization and trade policy are the focus of this course. Topics will include the Ricardian Model of Comparative Advantage, benefits (and costs) of free trade, trade policies and protectionism, trade and economic relations between industrialized countries, policies toward developing countries and the development of multilateral international institutions, such as the World Trade Organization (WTO) and the European Union. At all times the economic theory we

study will be presented in the context of current and historical events and ongoing International Trade and policy debates.

Prerequisite(s): ECON 201

ECON 315 Economics of the Public Sector (4 credits)

Applies tools of intermediate micro economics to the public sector. Develops economic justifications for government intervention into the economy and examines and evaluates various government policies and programs. Provides a solid foundation for applied benefit cost analysis.

Prerequisite(s): ECON 201 or PUBPOL 304

ECON 316 Discrete Time Finance (4 credits)

This is a introductory course in mathematical models in finance, centered around the problem of pricing and hedging derivative securities. Due to the uncertainty inherent in the evolution of the stock market, the theory naturally involves probabilistic tools and structures such as conditioning, martingales and Markov processes. To focus on the main idea, we will work in discrete-time setting and a simple model so called binomial asset pricing model for most of the course. In addition, we will also discuss a foreign exchange model, an extension of the binomial model with a second currency and derives the Black-Scholes equation.

Prerequisite(s): MATH 101 or 105; and MATH 205 or Consent of the Instructor

ECON 333 Social and Economic Networks (4 credits)

Individuals are embedded in a network of relationships used to exchange information and favors, access economic opportunities and share risk. The structure of these relationships determine the individual's opportunities and the aggregate outcomes of social and economic systems. The course will discuss the typical properties of network structures (e.g. 6-degrees of separation, clustering, homophily and segregation), how network ties are formed and how agents interact through these ties. Students will learn about a wide range of applications, including the spread of diseases, fashions and political opinion; financial networks; networks in organizations and the labor market; online social networks, etc.

ECON 401 Competitive Strategy and Industrial Organization (4 credits)

Foundations of the field of industrial organization, including the theory of the firm, models of competition, market structure, pricing and dynamic models. Emphasis on theory with support from specific industries, including telecommunications, retail and airlines.

Prerequisite(s): ECON 202

ECON 402 International Finance (4 credits)

Analysis of the determinants of international capital movements, trade imbalances, and nominal and real exchange rates. Policy debates such as the foreign indebtedness of the United States, emerging market debt crises, exchange-rate-based inflation stabilization, and balance-of-payment crises.

Prerequisite(s): ECON 204

ECON 404 Environmental Justice: The Economics of Race, Place and Pollution (4 credits)

Minorities and low-income households bear a disproportionate burden from environmental pollution. The inequality may happen in many countries, cultures and contexts. This course examines ways in which environmental injustices in the USA, China and in the world may arise out of discriminatory behavior and/or market forces founded on individual, firm, and government incentives. The course also analyses policies that are aimed at providing fair treatment and equal protection from pollution regardless of race, color, or income. The course first sets the theoretical framework used to document and explain disproportionate exposures. Based on this foundation, students then review existing empirical evidence through case studies and evaluate competing explanations of sources of injustice. The objective of this course is to enable students to examine environmental justice issues using an economics framework, which provides a different perspective for evaluating policies to address environmental inequities observed in today's world.

Prerequisite(s): ECON 201

Courses with Course Subject: English (ENGLISH)

ENGLISH 20 Literature and Composition (4 credits)

Credit for Advanced Placement on the basis of the College Board examination in Literature and Composition.

ENGLISH 22 Composition and Language (4 credits)

Credit for Advanced Placement on the basis of the College Board examination in Composition and Language.

Courses with Course Subject: English for Academic Purposes (EAP)

EAP 101A Writing about Language Learning – A (2 credits)

This is a content-based academic English skills course focused on writing, designed for first term EAP-track students. In this course students will study one or more issues related to language learning (e.g. how to sustain motivation); then they will write course papers presenting their views on these issues. Students will learn how to research an issue, and how to appropriately quote and/or cite sources. They will learn how to plan and write course papers that summarize the views of others, state clear positions in response, and make cases for those positions. Students will also practice making short presentations. Additionally, students will design and carry out plans to improve the accuracy of their written English. This course, required for EAP-track students, is normally taken in Year 1, Term 1. There is no prerequisite.

EAP 101B Writing about Language Learning – B (2 credits)

Continuation of EAP 101A.

Prerequisite(s): EAP 101A

EAP 102A Writing about Culture Learning – A (2 credits)

This is a content-based academic writing course for EAP-track students that further builds written and oral communication skills introduced in EAP101. In this course students will study generalizations that are often made about significant aspects of a Western culture (e.g. the idea that U.S. culture is relatively individualistic); then they will write papers in which they analyze and critically examine these generalizations. Students will practice researching issues and appropriately making use of resource materials. They will practice planning and writing course papers in which they take a stand on an issue and then make a case for their position. Students will also share ideas by making presentations. This course, required for EAP-track students, is normally taken in Year 1, Term 2.

Prerequisite(s): EAP 101B

EAP 102B Writing about Culture Learning – B (2 credits)

Continuation of EAP 102A.

Prerequisite(s): EAP 102A

EAP 103 Writing about Intercultural Encounters (2 credits)

This course is about one of the most important and interesting topics in today's globalizing world - intercultural communication. In this course, students will build academic English skills through the study of intercultural communication. They will learn about the intercultural communication process and the factors that affect interpretive judgements made in intercultural encounters. In this course students will also build intercultural communication skills and oral English skills through group discussion activities (e.g. critical incident exercises). Students will also build written English skills by writing short essays in which they analyze intercultural encounters. Additionally, students will design and carry out plans to further improve the accuracy of their written English. This is an elective course for EAP track students.

Prerequisite(s): None

EAP 110 Presenting Ideas to Global Audiences (2 credits)

In this course students will learn how to give more effective presentations in English by first studying presentations available on websites such as TEDtalks and then giving brief in-class presentations.

Prerequisite(s): None

EAP 202 – Studying Cultures through the Media (4 credits)

In this course students will carefully and critically learn about other cultures by studying media products (e.g. films, television programs, pop songs, etc.) from those cultures, and learn to make effective presentations through which they share the results of their studies. The specific media products focused on in the course will vary according to instructor. This is an elective course for EAP track students.

Prerequisite(s): EAP 102B

EAP 203 – Global Languages (4 credits)

In this course students will study the rise of global languages such as English and Chinese. They will build academic reading skills by studying the history of global languages and the factors (e.g. political, economic, cultural, etc.) that have led to the rise of these languages to global status, and they will develop the ability to present arguments both orally and in writing by making cases about the likely future prospects of these languages. This is an elective course for EAP track students.

Prerequisite(s): EAP 102B

EAP 204 – Endangered Languages (4 credits)

In this course students will learn about the issue of endangered languages by studying one particular endangered or threatened language, its current status, and the society in which is it used. Students will then build argumentation skills by making a case, presented through both written papers and oral presentations, for what should be done – or not be done – about the issue. This is an elective course for EAP track students.

Prerequisite(s): EAP 102B

EAP 205 – Strategies for Independent Language Learning (4 credits)

In this course students will learn about independent language learning by designing and carrying out a project to improve some aspect of their second language skills. In the course students will learn about major factors that play a role in independent language learning (e.g. learner autonomy, language learning strategies, motivation). Students will keep journals as they carry out their projects, and write final reports drawing on material from their journals. This is an elective course for EAP track students.

Prerequisite(s): EAP 102B

Courses with Course Subject: Environment (ENVIR)

ENVIR 20 Environmental Science (4 credits)

Credit for Advanced Placement on the basis of the College Board examination in Environmental Science

ENVIR 101 Introduction to Environmental Sciences (4 credits)

An introduction to the study of environmental sciences and policy through exploration of basic environmental principles in the life, physical, and social sciences. Emphasis on understanding how the atmosphere, hydrosphere, lithosphere, cryosphere, and biosphere function, and how these spheres interact with human consumption, production, and technological patterns and processes. The course includes field trips to local sites as relevant.

ENVIR 102 Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment (4 credits)

Introduction to the dynamic processes that shape the Earth, the oceans, and the environment and their impact upon society. Earth science topics might include volcanoes, earthquakes, seafloor spreading, floods, landslides, groundwater, seashores and geohazards. Ocean sciences topics might include seafloor evolution, marine hazards, ocean currents and climate, waves and beach erosion, tides, hurricanes/cyclones, marine life and ecosystems, and marine resources. Emphasis on the formulation and testing of hypotheses, quantitative assessment of data, and technological developments that lead to understanding of the biosphere dynamics and associated current and future societal issues.

ENVIR 201 Applied Environmental Science and Policy (4 credits)

An examination of the interactions between the natural and the social systems as they relate to the environment. Focuses on ecological and earth system cycles, processes, and fundamental relationships, the environmental impact of human-induced change at the local, regional, and global levels. The role of technology and the policy process in determining how environmental problems evolve are addressed. Students will make use of ethical analysis to evaluate environmental tradeoffs, use case studies to integrate multiple disciplinary perspectives on environmental problems and to address issues of environmental justice.

Prerequisite(s): ENVIR 101

ENVIR 202 Biodiversity and Conservation (4 credits)

An overview of biological diversity, its patterns, and the current extinction crisis. Historical and theoretical foundations of conservation, from human values and law to criteria and frameworks for setting conservation priorities; island biogeography theory, landscape ecology, and socioeconomic considerations in reserve design; management of endangered species in the wild and in captivity;

managing protected areas for long term viability of populations; the role of the landscape matrix around protected areas; and techniques for conserving biological diversity in semi-wild productive ecosystems such as forests.

Prerequisite(s): ENVIR 102 or consent of the instructor

ENVIR 203 The Theory and Practice of Sustainability (4 credits)

This course is an introduction to the theories and practices of sustainability. Sustainability is the art of living well, within the ecological limits of a finite planet. Sustainable development aims to balance economic efficiency, environmental compatibility and social equity. Students will learn and apply various concepts, frameworks, and tools related to sustainability (e.g., UN Sustainable Development Goals, planetary boundaries, circular economy, life cycle thinking, cost benefit analysis, carbon footprint, sustainability accounting and reporting). In this activity-based course, students will become practiced in sustainable approaches to environmental problems.

Prerequisite(s): None

ENVIR 204 Global Environmental Issues and Policies (2 credits)

This course examines problems associated with the interaction of humans with their environment. This course mainly focuses on various global environmental concerns, such as climate change, biodiversity, environmental pollution, and natural resources. This course explores case studies illustrating specific problems in different regions and countries and the proper role of local governments and intergovernmental organizations in the regulation of the environment. Students will also be expected to participate in discussions or debates on climate and environment-related issues including role play.

ENVIR 301 International Environmental Policy (4 credits)

This course examines the international community's responses to various global environmental problems. Because many environmental problems cross national borders, solutions require some form of global governance such as state-led mechanisms in the form of international environmental regimes. The course will thus explore how and why states both succeed and fail to negotiate international governance mechanisms. The course will also examine why some international environmental regimes are more effective than others and why states choose to comply with environmental regimes.

ENVIR 302 Environmental Economics & Policy (4 credits)

The role of the environment in the theory and practice of economics. Topics include ways in which markets fail to efficiently allocate resources in the presence of pollution, along with the array of policies regulators used to correct those failures; the empirical techniques used by economists to put values on environmental commodities; and an examination of questions related to everyday environmental issues, particularly those confronting China, and the developing world.

Prerequisite(s): ECON 201

ENVIR 303 Climate Change and Society in China (4 credits)

Analysis of Earth's climate history and links between climate and society in China, as well as physical climatology and the future climate in China. Topics include: global climate system, climate feedbacks, energy balance, basic circulation of the atmosphere and ocean, hydrological cycle and carbon cycle, paleoclimate reconstruction, record of natural variations of past climate with emphasis on past changes of monsoon rainfall reconstructed from paleoclimate archives for the past, extrinsic forcing mechanisms of observed paleoclimatic variations. The impact of climate variability and change on Chinese society and history will be discussed.

Prerequisite(s): ENVIR 101 or consent of the instructor

ENVIR 304 Environmental Chemistry and Toxicology (4 credits)

An overview of the fate and effects of chemicals in the environment. Topics include chemical characterization of pollutants, chemistry of natural waters, soil sediment chemistry, atmospheric chemistry, transfers between and transformations within environmental compartments, toxicokinetics, cellular metabolism, biological levels of organization, and approaches for assessing chemical hazards. Incorporates case studies focused on human health and ecosystem protection.

Prerequisite(s): INTGSCI 102 or CHEM 110 or CHEM 120

ENVIR 305 Environment and Development Economics in Developing Countries (4 credits)

Course will focus on the major challenges developing countries face in balancing environmental management and economic growth. Class will use economic analyses to examine these challenges and to devise policy solutions, especially given that developing countries often have weak institutional capacity and fewer financial resources to cope with environmental pollution.

Prerequisite(s): ECON 101, or consent of the instructor

ENVIR 306 Water Pollution (4 credits)

This course is designed to present students with a comprehensive introduction to the sources and impacts of pollution in marine and freshwater environments. Fundamental concepts and principles of aquatic biogeochemistry will be introduced first, including marine and freshwater chemistry,

primary production and food webs. Specific pollution topics will include biological (e.g., pathogens, invasive species), physical (e.g., thermal, plastics), and chemical (e.g., nutrient loading, oil, pesticides, metals) pollutants. Recent case studies will be discussed in class such as the Fukushima disaster and the Deepwater Horizon oil spill. A field trip will be organized to visit a local sewage treatment plant in Kunshan.

Prerequisite(s): INTGSCI 101; or BIOL 110 and CHEM 110; or consent of the instructor

ENVIR 311 Biogeochemistry (4 credits)

Biogeochemistry is the study of how chemical elements flow through living systems and their physical environments. This course will investigate the factors that influence the cycling of those elements that are essential to life as well as the liberation, transport and exposure pathways of toxic trace elements. Concepts of nutrient limitation, element stoichiometry, primary productivity and carbon sequestration will be covered in depth, and will be applied to the study of human impacts on the global biogeochemical cycles of water, carbon, nutrients and trace metals.

Prerequisite(s): INTGSCI 102; or, BIOL 110, and CHEM 110 or 120

ENVIR 313 Ecosystem Service (4 credits)

Ecosystem services are the benefits that people obtain from ecosystems and utilizes a system level approach to examine the interactions between four services. The course will include discussion of nutrient recycling as a supporting service, food production as a provisioning service, carbon sequestration as a regulating service and education as a cultural service as well as how they fit together in a sustainable system. Students will learn through case studies of the application of conservation, restoration and market valuation approaches to protecting critical ecosystem processes.

Prerequisite(s): BIOL 208 or consent of the instructor

ENVIR 315 Aqueous Geochemistry (4 credits)

This course is designed to provide the student with an understanding of the fundamentals of aqueous geochemistry. This course focuses on the fundamental aquatic geochemical processes (e.g. mineral precipitation/dissolution, solution complexation, acid-base chemistry) that shape and transform the Earth's surface as a result of rock-water interactions, and associated impacts on the fate and transport of inorganic and organic contaminants in aqueous and geochemical environments. Topics to be covered include the chemical composition of soils, geochemical specalation, mineral weathering and stability, sorption and ion exchange, soil redox processes, chemical kinetics at environmental surfaces, and the nature, composition, structure, and properties of pollutants coupled with the major chemical mechanisms controlling the occurrence and mobility of chemicals in the environment.

Prerequisite(s): INTGSCI 102 or CHEM 110 or CHEM 120

ENVIR 402 Chemical Transformation of Environmental Contaminants (4 credits)

Mechanisms and principles underlying organic contaminant transformations in the ambient environment. Topics include hydrolysis, oxidation/reduction, direct and indirect photolysis, and reactions with disinfectant chemicals. Reactions will be considered in context of both natural (e.g. surface water and cloudwater) and engineered (e.g. drinking water, wastewater, and groundwater remediation) systems. Approaches will include both qualitative (reaction mechanism and product identification) as well as quantitative (reaction kinetics and stoichiometry) aspects of environmental reaction chemistry.

Prerequisite(s): CHEM 110 or 120

ENVIR 403 Energy Economics and Policy (4 credits)

This course examines the economics of markets and policies for different energy supply sources (such as petroleum, coal, natural gas, electricity, renewables, nuclear), energy demand and efficiency, and their interactions with each other and with the rest of the economy and environment. We will explore rationales for why markets for energy and energy-using technologies have historically been subject to extensive government intervention. Other topics include markets for energy and energy-using technologies, energy price regulation, and energy security.

Prerequisite(s): ECON 101

ENVIR 404 Environmental Justice: The Economics of Race, Place and Pollution (4 credits)

Minorities and low-income households bear a disproportionate burden from environmental pollution. The inequality may happen in many countries, cultures and contexts. This course examines ways in which environmental injustices in the USA, China and in the world may arise out of discriminatory behavior and/or market forces founded on individual, firm, and government incentives. The course also analyses policies that are aimed at providing fair treatment and equal protection from pollution regardless of race, color, or income. The course first sets the theoretical framework used to document and explain disproportionate exposures. Based on this foundation, students then review existing empirical evidence through case studies and evaluate competing explanations of sources of injustice. The objective of this course is to enable students to examine environmental justice issues using an economics framework, which provides a different perspective for evaluating policies to address environmental inequities observed in today's world.

Prerequisite(s): ECON 201

Courses with Course Subject: Ethics and Leadership (ETHLDR)

ETHLDR 101 Ethics and Leadership (4 credits)

This interdisciplinary course draws on philosophy, sociology and public policy to explore ethical leadership in the twenty-first century. From the challenges facing governments to decisions students confront daily, this course seeks to create and evaluate solutions to ethical dilemmas in a global world. Does a government have the right to insist on another government's adherence to human rights standards? Should a museum be forced to return artifacts that were stolen centuries before the museum acquired them? Do corporations have an obligation to invest in their local communities? Do we have an obligation to help the poor and if so why?

ETHLDR 108 Democracy and Inclusion: Hopes, Prospects, Dilemmas (2 credits)

Existing democracies are marred by long-standing inequalities, deep-seated exclusions, and profound injustices. Many argue, however, that it is possible to create much more "inclusive" democratic societies. This course examines the core ideals behind this hope, the prospects for its realization, and the dilemmas of its pursuit. We look at normative and empirical literatures, drawn from diverse contexts and disciplines. Central questions include: When actors envision a more "just," "inclusive" democratic society, what precisely are they envisioning? How do they justify their visions? What major strategies have been employed to create more "inclusive" democratic processes, and how effectively have they worked?

ETHLDR 201 Ethics, Citizenship and the Examined Life (4 credits)

Ethics, Citizenship and the Examined Life explores several related themes. It attends to traditional Asian and Western ideals and contemporary analyses of moral self-cultivation, personal achievement and meaning; to obligations beyond the self – to family, community, religion, party, nation, and humanity – and whether it is possible to reconcile the criteria for "doing the right thing" across cultures and ages; and to the ways in which Asian and Western philosophical and political traditions have addressed the relationship between a meritocratic elite and democratic forms of government.

Prerequisite(s): GLOCHALL 201

ETHLDR 202 Ethics, Markets, Politics (4 credits)

What should be the relation between markets in which goods and services are exchanged, the state that has potential supportive and regulatory functions toward the markets, and ethical values such as human welfare, the desire for meaningful work, equality, and justice? To what extent can and should markets be regulated by the state for the sake of such values? Should businesses act on moral values as well as the profit motive? To what extent should consumers guide their choices in the market according to ethical values? An interdisciplinary approach through philosophy, political theory and economics.

ETHLDR 203 Conceptions of Democracy and Meritocracy (4 credits)

This course will examine democracy and meritocracy, exploring specifically the components, strengths, and liabilities of each. Particular focus will be on intersections between virtue, democracy and meritocracy. Readings will come from philosophy, political theory, history, and sociology. Potential application of these theories to the United States and to China, among other countries, will be discussed.

Prerequisite(s): SOSC 101

ETHLDR 204 Environmental Ethics (4 credits)

This course addresses the morality of respecting the natural world, including plants, animals and all forms of planetary life for their own sake. Is pollution of air and water wrong in itself, and not simply because it damages resources that present and future generations of human beings need? Does the suffering of nonhuman animals impose a moral claim upon human beings? Do all species have a claim to survive in the face of human development? Different philosophical theories as well as a variety of cultural traditions of thought about the environment will be studied and discussed.

ETHLDR 205 Trust and Cross-Cultural Leadership (4 credits)

Leadership works through the cultivation of trust between leaders and the people they lead. Leaders make trade-offs in providing direction ("coercive control") versus cultivating trust-based commitment ("enabling control"). Recently, there has emerged the concept of "soft power," which is the power to get others to want what you want through their attraction to your culture. Leaders often face the challenge of fostering trust across diverse cultures, values, and beliefs. This course draws on philosophy, political science, organizational behavior, sociology and psychology to study the conditions that foster trust within and across societies, and between leaders, the institutions of governance and the governed.

ETHLDR 206 Global Justice and Health Care (4 credits)

The gap between those who receive the best health care and those who receive the worst health care in the world is staggering. Do all people have an equal right to long life and prosperity regardless of where they happen to live? Is there a right to basic health care? What should the most advantaged nations do for the least advantaged? This course studies philosophical theories of global justice, along with particular issues such as the "brain drain" of health care personnel from developing to rich countries, and the alleged bias of pharmaceutical companies against developing drugs most needed in developing markets.

ETHLDR 209 The Psychology of Justice (4 credits)

What are the conditions under which people come to perceive their societies as just or unjust? What effects does living under conditions of injustice have on human psychology? This course will examine these questions through consideration of three topic areas. In Unit I, "Distributive Justice", asking what justice in distribution of basic human resources consists in. In Unit II, "Social Justice", exploring some of the psychological influences that contribute to prejudice and oppression, and how those influences shape the psychology of minority groups. In Unit III, "Restorative Justice", examining the psychological underpinnings of a system of restorative justice that focuses on rehabilitation and reconciliation, and will examine the psychological complexities of instituting such a system under conditions of inequality.

ETHLDR 301 Ethics of Nudging (4 credits)

Behavioral economics and the idea of "nudging" have captured the attention of policy makers and the public. The idea that situations can be structured to make some choices and practices easier (and thus more likely) and make others harder (and thus less likely) is well established in psychology, organizational behavior, political science and sociology, but this raises the question of whether it is ethical for those in power to intentionally structure situations to nudge people one way or the other. This course will examine the work on behavioral economics and nudging, and the earlier research in other fields that underpins "nudging" and the practical moral dilemmas it raises.

ETHLDR 302 The Sociology of Morality and Politics (4 credits)

Religious, philosophical, social and cultural psychology explain how morality varies so much across cultures, despite the fact that cultures share so many similarities and recurrent themes. This course explores the foundation, the virtues, narratives, and institutions that sit on top of shared moral foundations, and the ways in which they lead to conflict within and across nations as well as the possibilities for managing that conflict.

ETHLDR 390: Junior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Ethics and Leadership. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

ETHLDR 490: Senior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Ethics and Leadership. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

Courses with Course Subject: French (FRENCH)

FRENCH 24 Advanced Intermediate French Language and Culture (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in French, French Language or French Literature.

FRENCH 101 Beginning French 101 (4 credits)

This is an introductory French course in which students use French to communicate during class meetings and breakout sessions. The main objective is to develop the following intertwined proficiencies: linguistic and communicative skills (speaking, listening, reading, and writing), intercultural competence (knowledge, skills, and attitudes), as well as critical understanding of the French-speaking world in order to communicate in French (talk with others, express ideas in writing, read and understand what others have written or said). At the end of the term, students should be able to comprehend inputs, and express themselves, in a variety of familiar everyday contexts. This course is also designed to help students learn to become more effective independent language learners.

Courses with Course Subject: German (GERMAN)

GERMAN 24 Advanced Placement in German (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in German, German Language and Literature.

GERMAN 101 Beginning German 1 (4 credits)

This is the first course in the beginning level German sequence. In this course students will build a solid base of vocabulary and pronunciation skills and set a foundation for reading, writing, listening and speaking in order to begin to engage in daily life in German. In this course students will also learn about how to learn a new language and about how to independently build language skills. This course will mostly be conducted in German and students will consistently and systematically use German to communicate both in and out of the classroom. There is no prerequisite.

Courses with Course Subject: Global China Studies (GCHINA)

GCHINA101 China in the World (4 credits)

China in the World focuses on the historical and contemporary commercial, intellectual, and scientific exchanges between China and multiple locations around the world. The course invites students to think about the engagement of China in the world and the world in China from an interdisciplinary perspective. We investigate how contemporary China has been shaped by key historical events and processes including science, trade and war. Finally, we consider together how these histories will influence China's future engagement with the wider world.

GCHINA 201 From Empire to Nation (4 credits)

This course examines concepts and theories of empire, imperialism, colonialism, and the nation-state, with a particular focus on their circulation and impact in East Asia and China. We trace the history of Western theories of "nation," looking at what the term meant prior to the European nation-state and the imperialist and colonial projects of the 19th and early 20th centuries, and we examine what they mean in the present era of multiculturalism and globalization. We explore how historically Chinese conceptions of civilization and empire were transformed in post-imperial era. We look also at how related concepts of race, ethnicity, religion, gender, and culture have traveled from the West, through the Soviet Union, to China and beyond.

GCHINA 202 Modern Chinese Politics (4 credits)

How is the Chinese political system organized? What are the rules, both formal and informal, about how policy is made in China? What determines whether a policy actually works in China? How do everyday people experience politics in China? This class introduces students to readings, arguments, and concepts that begin to explore the answers to these questions. One of the goals for the class is that students can start to recognize systematic patterns and a logic of action in how the Chinese political system operates.

GCHINA 203 Visual China (4 credits)

From film's first appearance at a Shanghai teahouse in August 1896 to Jackie Chan's latest transnational stardom, the history of modern Chinese cinema has always sought to raise questions of national and cultural identity. How do Chinese films between the two fins-de-siècle create the spectacle of "China," narrate its history, and represent its increasingly diversified cultural landscapes both at home and abroad? Students will study photography, documentary film, cinema and social media in China from the 1930s "Leftist" films to present.

GCHINA 301 China's Transitioning Economy (4 credits)

This course provides a comprehensive overview of the Chinese economy and China's role in the world economy. China's current economic challenges will be given particular attention. Topics addressed will include: the Chinese economy before 1949; the socialist era, 1949-1978; economic reform and market transition; the role of state enterprises; the return of private and family business; foreign investment; foreign trade; China's role in the East Asian trade-production network; China's evolving financial system; Chinese monetary and exchange rate policy; China's role in global trade balances; the internationalization of the Yuan; and the current effort to rebalance the Chinese economy from an investment to a consumption economy.

GCHINA 302 The Factory: From Socialist Industrialism to World Assembly (4 credits)

The rise of China and its economic transition are inseparable from the workings of the factories and the feminization of labor on those assembly lines. For most workers, the factory has been not simply a place to work, but also a "habitus" where rest, sustenance, leisure and consumption are conditioned, regulated, and at times, contested. In this highly interdisciplinary course we will examine the factory not only as a political and economic unit of disciplined work, but also as a cultural and ideological space wherein dreams and anxieties are produced and exhausted.

GCHINA 390 Junior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Global China Studies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

GCHINA 401 Political Economy of the Chinese Reform (4 credits)

This course is a reading and research seminar that aims to provide students with a solid, broad understanding of China's reform policies, programs, and strategies since 1978. It also examines the lessons the Chinese reformers and people learned from the 40-year reform experience as well as the challenges facing the Chinese economy and society in the future. Reading materials include both authoritative and new works on China's politics, institutions, and economic development at various stages of the reform period. Students have opportunities to apply basic economic theories to the empirical analysis of China's economic transitions and sociopolitical change.

Prerequisite: Consent of the Instructor

GCHINA 490 Senior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Global China Studies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

Courses with Course Subject: Global Cultural Studies (GCULS)

GCULS 105 Critical Comparative Studies (4 credits)

What is "culture"? Where can we observe it and how can we study it? And, most importantly for a globalizing world: Can we compare "cultures"? What are the assumptions and parameters that would make such comparison possible in the first place? This course addresses the forces and concerns central to understanding culture and cultural difference. Discussions will pay attention to both the global and local/regional levels on which culture can be observed and compared. Understandings of culture touch upon many forces and concerns, including questions of gender, ideology, religion, nationalism and colonialism. By building a firm understanding of the theoretical approaches to culture, this course will explore the toolbox of comparative cultural studies.

GCULS 106 Our Cities and Ourselves (2 credits)

What is a city? How do cities shape the everyday lives and experiences of those who live in them, as well as cultural conceptions of modernity and civilization? Pairing texts drawn from literature and the interdisciplinary field of urban studies, this course will study how writers and thinkers have sought to express and analyze what it means to live in cities. By reading literary accounts of urban life such as Mu Shiying in Shanghai, James Joyce in Dublin, Michel de Certeau in New York, and Orhan Pamuk in Istanbul, alongside perspectives from urban planners and sociologists such as Liang Sicheng, Jane Jacobs, Saskia Sassen, and Spiro Kostof, you will engage with some of the most creative and influential ideas concerning the complex relationship between our cities and ourselves.

GCULS 107 Berlin-Paris: Sex, Cigarettes, and the Meaning of Life (2 credits)

A trip to Europe is not complete without Paris and Berlin: cities of light and darkness, of excesses and extremes. In this course, we will take a stroll around these two world capitals in the company of artists, philosophers, filmmakers, and writers as we try to capture the historical, creative, and existential dilemmas of the times. From Nietzsche to Benjamin by way of the open-minded and gender-fluid nightlife of the Weimar Republic; from Camus to Sartre and Beauvoir by way of the cigarettes and experimentation of the Nouvelle Vague, this course will give an overview of what Berlin and Paris were up to between the late 1800s and the 1950s—and, in doing so, will inquire about the meaning of life.

GCULS 108 Science, Culture, and Politics (2 credits)

What is science? Who has the authority to determine what qualifies as science? Is all scientific knowledge inherently political? This class will focus on the human dimensions of science. We will examine a number of topics, including Social Darwinism and contemporary global climate change discourse. Drawing from recent scholarship in the history of science, the class will explore debates about the meaning and origins of scientific modernity. Did "modern science" originate in the "West"

before diffusing elsewhere? We will also focus on questions of identity and representation in the making of scientific cultures.

GCULS 201 Culture and Industry (4 credits)

Apple is currently the most valuable company/brand in the world. Despite its technological origin, the company has always valued design, interface, affect, imagination and creativity - skills that the humanities and the interpretive social sciences offer and promote. This course examines how cultural studies, in its analyses of fandom, reception theory, cultural hegemony, etc., provide students the theoretical skills to understand, analyze and prepare for working in the emerging creative industries in China today. Topics that might be included in this course: cultural industry and modernity, popular culture and everyday life, representations of gender and sexuality in advertisement, the impact of new social media and information technology, and censorship.

GCULS 202 Empires and Culture (4 credits)

In 1800, Europeans controlled 35 percent of the earth's land surface. By 1914, it was 84 percent; American and Japanese imperialism soon followed. Beyond political control and economic exploitation, culture was instrumental in legitimizing imperial rule through the discourses of civilizing mission, scientific racism, social Darwinism, and in the Japanese case, a co-prosperity for Asians through assimilation. However, colonized peoples contested imperialism and colonialism through cultural practices such as mimicry, "signifying", literary practice, and critique of liberalism and humanism. This course examines how culture is inscribed in the workings and failings of empires and their legacies.

GCULS 301 Religion and Sexuality (4 credits)

This course offers a critical examination of the relation of religion and sexuality with special attention to Buddhist literature and experience. The course equips students with tools from religious theory, gender theory, and critical theory, which are then used to interpret a range of phenomena including: religious interpretations of sex, sexuality, and gender; the codification and normalization of these rules through texts, symbols, and practices; and recent challenges to these interpretations. Topics include homosexuality, same-sex marriage, abortion, contraception, gender equality, clerical marriage, married clerics' wives, and clerical sexual abuse. Places Buddhism in conversation with Jewish, Christian, and Islamic traditions.

GCULS 302 Gender in Global Perspective (4 credits)

Is every-body either male or female? Does the body precede being female or male, black or white, gay or straight? Has the body always been so throughout history? This seminar will use interdisciplinary and cross-cultural lenses to examine gender, one of the most important aspects by which our bodies are categorized. We will consider the contestation of "gender" in the context of decolonial critique and conservative "anti-Gender" backlash; and will read a wide range of texts on questions such as embodiment, medicine, historiography, trans debate, and performativity.

GCULS 303 Chinatowns: A Cultural History (4 credits)

This course explores the intersection of space and ethnicity through the myriad ways Chinatown has circulated as memory, fantasy, narrative, and myth in the dominant cultural imagination. Through this exploration, the course engages the lived realities of overseas Chinese communities, placing them in the broader context of Asian American history. It aims to show how changing conceptions of "Chineseness" have productively engaged with real Chinatowns from Japan to America, and the phantom Chinatowns of film and fiction. Employing multidisciplinary approaches including urban history, architecture and ethnography, the course reveals how the Chinatowns of myth and memory intersect with the lived reality of overseas Chinese communities.

GCULS 304 Chinese Culture and Ideology in the 20th Century and Now (4 credits)

This course considers a variety of literary texts from the perspective of the nexus of cultures and societies in Asia, primarily on modern and contemporary China. This course exposes students to cultural and literary expressions and representations of modern China from the beginning of the 20th century to the present. It explores issues of politics and ideology and the formation of Chinese exceptionalism. The class is divided into two parts: 1. the beginning of the 20th century (1900-1949) and the Mao era (1949-1976); 2. contemporary China since the era of reform and opening up (1978-present). The course takes comparative, interdisciplinary approaches of intellectual and cultural history, literary and cultural studies, and political science. It aims at unraveling the complex relationship of political, ideological formations and cultural, intellectual movements in modern China within the global context of Asia and beyond.

GCULS 305 Translation for Stage and Screen (4 credits)

This course develops skills in translation between English and Chinese in the context of theatre and film. Is performance translatable? How can a translator of subtitles deal with complex cultural references while maintaining brevity and without the luxury of footnotes? Should a translation be loyal to the playwright or to the performer? Can it anticipate audience interpretations and should it guide them? Students compare translations of key works, develop translations for performances within the local community and consider the role of the translator as a mediator of meaning within a complex system of cultural production.

GCULS 390 Junior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Global Cultural Studies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

GCULS 401 Games and Culture: Politics, Pleasure and Pedagogy (4 credits)

This course examines analog and computer games from a cultural perspective. It explores how prevailing cultures and values affect game design, their popularity, and user experience. By examining the design of games, the course treats games, as cultural artefacts, and aims to understand how they engage broader cultural and political themes, such as imagining disaster, utopia and dystopia. By examining their popularity among different social, gender and ethnic groups, the course investigates contemporary cultural concerns such as gender politics and racial representation. By exploring the user experience, especially in the arena of massively multiplayer role-playing games (MMRPGs), the course investigates questions of role-playing and identity, ethics, group behavior, competition, and politics.

GCULS 402 Digital Tribes (4 credits)

This course tracks digital life and creative expression of groups online in a close study of images, captions and hyperlinked tags. It examines rituals, symbols and cultural patterns that structure everyday life of digital tribes online and investigates impact of digital and social media (Weibo, Twitter, Instagram Facebook, livestreaming apps) on the constitution of communities online and offline. Studying varied array of digital tribes: tribes of the deaf, of oil rig workers, of Hindu worshippers, of prison wives and laptop entrepreneurs, students learn about underlying myths, rituals, and cultural symbols that connect groups of people online.

GCULS 405 The Curatorial: Theory and Practice (4 credits)

Is everyone a curator? The etymological meaning of to curate – to take care of – has become, with the ever-expanding meaning of art and exhibition making, both central to and contested by practitioners who carefully conceptualize, comment, organize, and show art. In this course, we ask fundamental questions of what curation does and should do. We will: 1. look at different theories of curation, illustrated by exemplary exhibitions across the world, 2. learn about curation in its multifaceted practicalities, 3. critically assess new trends in curation and artistic practices at large, 4. have opportunity to curate art exhibitions and/or cultural events on campus.

Prerequisite: Consent of the Instructor

GCULS 490 Senior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Global Cultural Studies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

Courses with Course Subject: Global Health (GLHLTH)

GLHLTH 101 Introduction to Global Health (4 credits)

This course introduces students to the essential features of global health from the varying perspectives of natural science, social science, and the humanities, drawing from a variety of conceptual frameworks at different scales (individual, community, country, and global). This course examines the global burden of diseases, how this burden is measured, and debate the utility of interventions used for disease mitigation and prevention. This course also introduces the state of the world's global health infrastructure and explores how that infrastructure might or should adapt to the future world.

GLHLTH 105 Novel Coronavirus: Epidemics and Response in the Age of Global Interdependence (2 credits)

The novel coronavirus outbreak has put public health onto the front pages of newspapers worldwide. However, the daily news cycle is hardly the best way to digest issues that require a contextual understanding of epidemiology, virology, history, sociology, and health humanities. This course will use the outbreak as a starting point for a multidisciplinary and interdisciplinary analysis that brings together diverse methodologies to gain a broader understanding of the crisis, its origins, and how to address it. Students will engage in intercultural collaboration and develop skills in problem solving and information literacy through readings, weekly class activities, and a culminating team project. Leading experts from various fields will engage the class in live, interactive participatory sessions. The course will be conducted fully online and will be cross listed between Duke Kunshan University and Duke University, allowing undergraduates from the two institutions to exchange ideas and learn from one another.

GLHLTH 110 Ecosystem Health and Human Well-Being (4 credits)

Explores interactions between ecosystem health and human well-being in context of global change and human population growth. Effects of climate change on food supply, water availability, land degradation and human well-being; impact of species distribution, disease spread, and human health; ecosystem services and human well-being. Case studies used to illustrate the scientific process and to evaluate supporting evidence.

GLHLTH 201 Global Health Ethics (4 credits)

This course introduces students to ethical theories and frameworks in the context of historical and current issues in global health. As part of this context students learn about best practices and standards of care in clinical settings, so that they can make cross-cultural and transnational comparisons and use these to set up difficult ethical questions about health disparities. The course emphasizes self-reflection, cultural sensitivity, and flexibility in thinking about ethical issues in a globalized world. In the context of historical and current issues, students analyze and critique the choices of multinational, national, and local policymakers; clinicians; and researchers, with an eye

to the impact these choices have on individuals, families, and communities. Students also explore ethical issues of conducting research on or working with marginalized/stigmatized populations, using case studies and the theoretical frameworks introduced in the course. Students are encouraged to think creatively about the relationship between ethics and health and to explore solutions to what appear to be ethical dilemmas in a variety of contexts. Topics include: human rights and development; the ethics of aid; differential standards of care; protection of human subjects; access to essential medicines; genetic information and confidentiality; pharmaceutical development; health information technology; placebo controlled trials; best outcomes vs. distributive justice.

GLHLTH 202 Media and Health Communication (4 credits)

This course examines health communication theory, research, and practice. Major topics include the impact of media on health and behavior; use of mass, new, and social media strategies for health promotion, patient-provider communication; and the role of culture in health communication campaign design. Students should have basic understanding of social science research methods. Students will develop the skills necessary to use media strategically to advance public health policies and social change. The course covers the design, implementation and evaluation of media campaigns to promote public health goals, and examines theories and research on media influences with respect to its potential harmful effects on wellbeing. Students will design a digital media-based health communication campaign.

GLHLTH 203 Global Disease Control Programs and Policies (4 credits)

This course presents the history, social and political context, organization, technical content, funding and evaluation of current, major, global initiatives for disease control. This course emphasizes programs focused on health problems of the developing world and includes, initiatives for vaccines and immunization, non-communicable diseases, safe motherhood and reproductive health, malaria, Neglected Tropical Diseases, HIV, emerging infectious diseases, TB, tobacco control, nutritional interventions and injury control. This course also examines the process of policy formulation and resource allocation to international health and disease control.

GLHLTH 301 Global Health Research Methods (4 credits)

This course introduces research methods in global health. Global health is a multi-disciplinary field, so the course considers approaches common to the behavioral and social sciences, public health, and medicine. Primary interest is the study of causal inference. Global health researchers, practitioners, and donors need to know what programs and interventions "work" and why. To answer questions of impact, the course explores randomized controlled trials, a mainstay of medical research, and spends significant time helping students understand the rationale, process, and limitations of field experiments. Randomization is not always possible or advisable, however, and researchers must build a causal argument using non-experimental methods. The course reviews several approaches, considers relevant threats to causal inference, and discusses how to improve non-experimental research designs. The course also covers research basics, such as

developing and testing theory, asking good questions, understanding variability, designing good measurement, and selecting research participants. The latter part of the course turns to more specialized topics in global health research, such as cost effectiveness, community based participatory research, research on humanitarian aid, and monitoring and evaluation. Students will learn how to evaluate published and unpublished research and how to design a global health research project.

Prerequisite(s): GLHLTH 101 or Consent of the Instructor

GLHLTH 302 Social Determinants of Health (4 credits)

This course introduces students to the major social factors that affect public health at both the global and national level. Globally, students study a wide range of topics from the health impact of global income inequality, gender, and access to education, to the role of specific work place policies, among other topics. Lectures introduce a social variable (such as race or gender), discuss its theoretical underpinnings, and then link it to the current empirical evidence to health outcomes. Students learn to analyze the strengths and weaknesses of the empirical evidence. The course considers the implications for intervention strategies and policy, with a focus on applicability to lower and middle-income country settings. Students also study how social factors influence health and wellbeing, with a particular focus on national context in specific countries. Topics could include obesity, aging, socioeconomic disadvantage, access to health insurance, public health systems, the role of the media, and racial/ethnic and gender inequalities. The course provides descriptive assessments of health inequalities and analytic examinations of the mechanisms through which social factors affect health.

GLHLTH 303 Global Comparative Health Care Systems (4 credits)

This course introduces students to the components of health systems (populations, financing, payment, workforce, service delivery, information, medicines and technologies, governance) as they appear in various health system frameworks, and to the ways in which these components and their combinations vary from country to country around the world. The course focuses on comparisons across countries at the same economic level (high-, middle-, and low-income), as well as on comparisons across levels. The course also considers how to assess health system performance, with attention to how measures of performance are invariably tied to often implicit and varying conceptions of health from country to country and culture to culture. Students will learn about the most significant challenges facing health systems within each economic level and about successes and failures in meeting these challenges with health system reforms. The latter part of the course introduces students to the role of politics and policy in strengthening health systems. Throughout the course, students learn not only about health systems but also about what systems (physical, biological, social) are, how they function, and about how systems thinking can be applied fruitfully to the study of health systems.

Prerequisite(s): GLHLTH 101

GLHLTH 304 Global Health Governance and Policy (4 credits)

This course introduces global health governance and policy in four modules: 1. Globalization; 2. Health; 3. Governance; 4. Policy. Draws on faculty from a range of disciplines, including anthropology, biology, economics, history, medicine, political science, public policy, and sociology, to situate the concept and practice of "global health" within these four broad themes. This course introduces students to the primary governmental, intergovernmental, private, and civil society actors in global health, and provides an understanding of current issues in global health policy, including the political economies of health care, decision-making processes, governance structures, and the resource-constrained realities of global health policy-making.

Prerequisite(s): GLHLTH 101

GLHLTH 305 Biological Basis of Disease (4 credits)

This course covers the basics of the structure and function of major organ systems of the human body in health and disease. The course is geared towards any students who are interested in learning more about how the human body works, how disease develops, and how mind-body connections can alleviate the progression of a disease process.

Prerequisite(s): GLHLTH 101, and INTGSCI 101 or BIOL 110

GLHLTH 306 Evolution of Health and Disease (4 credits)

Covers evolutionary approaches to understand human health and disease at a global scale. Integration of evolutionary thinking and medical science provides new insights to a wide array of medical issues including obesity, cancer, allergies, and mental illness. Evolutionary perspectives reveal why some pathogens are more harmful than others, shed light on the origins and spread of infectious diseases in humans, and help in controlling antibiotic resistance. Evolutionary approaches provide insights as to why we age and provide solutions to alleviate human health problems that often differ from modern medical practice. Course will place these perspectives in the context of global health challenges.

Prerequisite(s): GLHLTH 101, and INTGSCI 101 or BIOL 110

GLHLTH 307 Global Mental Health (4 credits)

Course examines global mental health from perspectives of culture, public health, epidemiology, human rights, policy, and intervention. Readings in the course focus on peer-reviewed research literature highlighting topics such as the prevalence of mental health disorders worldwide, the role of culture in mental health, and the interventions backed by strong evidence for prevention and treatment. Students will discuss and critique study methodologies and explore the needs for future research in this emerging field. Course is designed for students with prior research methods and psychology coursework.

Prerequisites: GLHLTH 101 and either SOSC 102 or GLHLTH 301

Courses with Course Subject: Global Challenges (GLOCHALL)

GLOCHALL 201 Global Challenges in Science, Technology, and Health (4 credits)

As the second common core course for DKU students, this course is designed to engage students in an exploration of global challenges in science, technology, and health. Students will attend to the general features of global challenges and the aspects of human nature and society that render these challenges so problematic. While students will investigate in common a number of discrete challenges, they will also work collaboratively in teams to investigate a global challenge, communicate effectively about it to a wide audience, and propose interventions. The course is animated by DKU's mission to prepare students to work collaboratively and wisely to confront global challenges with imagination and rigor.

Prerequisite(s): GCHINA101

Courses with Course Subject: History (HIST)

HIST 20 Basic Art History (4 credits)

Credit for Advanced Placement on the basis of the College Board examination in art history.

HIST 21 World History (4 credits)

Credit for Advanced Placement on the basis of College Board examination in World History

HIST 23 American History I (4 credits)

Credit for Advanced Placement on the basis of College Board examination in American History (score of 4 or 5) or equivalent

HIST 24 American History II (4 credits)

Credit for Advanced Placement on the basis of College Board examination in American History (score of 4 or 5) or equivalent

HIST 25 European History I (4 credits)

Credit for Advanced Placement on the basis of College Broad examination in European History (score of 4 or 5) or equivalent

HIST 26 European History II (4 credits)

Credit for Advanced Placement on the basis of College Broad examination in European History (score of 4 or 5) or equivalent

HIST 101 Ancient Chinese History (4 credits)

This course examines the origin stories of Chinese civilization as found in the historical documents and archeological evidence from the Warring States period. Students use primary source material and historical evidence to interpret the theories of Confucius, Mozi, Laozi, Zhuangzi, and Han Feizi in their historical, social and political contexts, with special regard to the their understanding of the state, the role of government, the military, and civil education. The course then examines the attempts to forge a unified empire, finally achieved under the Qin, and the subsequent policies of the Han dynasty that aimed to make the unified empire last. The course involves visits to local archeological sites where relevant.

HIST 102 Medieval Chinese History (4 credits)

This course examines what Hu Shi has called the "Indianization" of China. It traces the import of Buddhist ideas, values and practices from India and central Asia, and their impact on Chinese

society, religion and politics. It examines the notion of China as multireligious, multiethnic empire and considers the transition from political diversity in the Six Dynasties period to renewed unity in Sui and Tang dynasties. With Chang'an (Xi'an) as the capital of a culturally rich and diverse China, the course examines the impact of a newly discovered inner-Asian cosmopolitanism on Tang aristocracy, culture, religion and politics.

HIST 103 Premodern Chinese History (4 credits)

The course introduces the foundations of modern China from the Song Dynasty up through the late imperial period (about 1800 CE to 1911). It will cover the major historical events, developments, and trends -- social, political, economic, philosophical, literary, cultural, multi-ethnic, and China's relations with the other regions. The main focus of the course will be on primary sources, which include dynastic histories, historical biographies, novels, folktales, satires, poetry, contracts, ritual manuals, diaries, letters, scientific treatises, philological studies, and court debates. This course will take an interdisciplinary approach, integrating history with literary studies, philosophy, and anthropology, in order for student to better understand these texts in their historical context.

HIST 104 American History to 1876 (4 credits)

This course will survey the history of the present-day United States from precolonial times (pre-1500) to 1876. This was a tumultuous era of American, and world history, fraught with conquest and enslavement, revolutions and civil wars, mass migrations and democratization. This course will particularly investigate indigenous societies, European colonization and African slavery, the American Revolution and the founding of the US nation-state, social movements, sectional conflicts, expansionism and the American Civil War, as well as the reconstruction of American democracy in the wake of the Civil War. Throughout, the course will emphasize the place of the US in global history, the growth of American capitalism, tensions between race and democracy, and the various contributions of women, slaves, merchants, planters, Native Americans, and workers to American culture and politics.

HIST 105 American History from Reconstruction to the Present (4 credits)

This course will survey the history of the United States, from the downfall of Reconstruction (1877) to the present day. Globally, this era was marked by industrialization, the consolidation and collapse of colonial empires, World Wars, socialist revolutions, decolonization, and the emergence of the United States as the world's pre-eminent geopolitical and economic power. This course will investigate America's place within these global transformations. It will explore the rise of America's industry and the expansion of its frontiers (both within and beyond North America). It will explore the impact of immigrants from across the world upon American society. It will explore America's role in two World Wars and the global Cold War. It will also examine the shifts in American politics, from the expansion of women's rights, labor rights, and African American rights, to the New Deal and Neo-Conservatism, to Barack Obama and Donald Trump.

HIST 106 Art History 1 (4 credits)

Rather that aiming at a comprehensive survey, this course offers an introduction to key moments in the intersection of history, politics and visual art in the world before 1900s. It places art in a global context, highlighting themes from European, Asian, African and Indigenous art and focuses on art as the exercise of cultural power, and the way that artists have both promoted and resisted these entanglements with elite authority. In each case studied, students will gain sufficient historical background to understand the art in question, but will also engage in the comparative study of art to highlight issues of power, religion, class, and gender.

HIST 107 Gandhi and Moral Leadership (4 credits)

Central to Mohandas Karamchand Gandhi's thought and activism was the principle of "moral force." It formed the basis of his unique method of activism, satyagraha (quest for truth), his concept of non-violence, his life-style choices including vegetarianism, his idea of religion and politics, state-building and economics. This course explores the various meanings of the "moral force" in Gandhian thought and examines its salience within the history of the political milieu – especially, anti-colonial movements in India that he belonged to. This course also discusses the legacies of Gandhi and the relevance of his "moral force" for the twenty-first century world.

HIST 108 Shanghai Nightscapes: A Nocturnal History of the City (2 credits)

This interdisciplinary course combining the fields of history, sociology, urban studies and urban ethnography examines Shanghai, China's most modern and dynamic city since the 19th century, through the lens of its nighttime leisure pursuits. It explores how the city's nightlife has contributed to its identity and image as a global cosmopolitan metropolis.

HIST 109 Everyday Maoism in Objects: Revolution, Culture, and Life (2 credits)

This course explores everyday life in Maoist China through the perspective of material culture. Objects, such as the Red Book, Mao badges, propaganda posters, statues, and wall paintings, were produced in and of importance to the Mao era. Everywhere in people's daily life, these objects constituted a crucial component of the social, economic, and political order under Mao. Drawing on the combination of archival sources, digital materials, and secondary literature, this course looks at the creation, transformation, and implication of Maoist material objects and their connections to contemporary China. Students have opportunities to sharpen their writing and analytical skills through a series of innovative writing assignments.

HIST 110 Historical Perspectives on Contemporary Global Issues (4 credits)

This course takes a comparative historical approach to contemporary global issues in various temporal and geographical contexts. Students will focus on issues that emerged in the modern era and may include such topics as terrorism and national security, environmental protection and

degradation, resource distribution and trade, health and welfare, and cultural and religious diversity. Students explore the nature of historical change and continuity and will apply historical methods of research and analysis as they investigate the formation and development of particular global issues. The specific case studies and themes in the course will vary by term and instructor.

HIST 111 Ancient Roots to Global Routes (4 credits)

This course explores the nature of historical change and continuity between the pre-modern era and our current era of global connectivity, taking students from ancient roots to global routes. Instead of a chronological survey, the focus is on broad subjects that cut across fields, regions, and periods. Students will have multiple opportunities to apply historical and interdisciplinary methods of research and analysis to investigate the formation and development of particular global issues, and compare historical and contemporary perspectives on these issues. Topics will vary by term and instructor.

HIST 112 History of the Indian Ocean World (4 credits)

The Indian Ocean world encompasses a vast geographical area from the East African coasts to the islands of South China Sea. As the oldest site of "globalization", people and commodities moving across this ocean had played key roles in the spread of religion, highroads of commerce, and geo-politics of empire. Taking the period between 2500BCE and 1900CE as our point of reference we will study, the various approaches employed by historians towards writing the history of the Indian Ocean world. We will learn the various ways of thinking of Indian Ocean as a region and to periodize it.

HIST 113 Peoples and Cultures of Ancient South Asia, 3500BCE-1750CE (4 credits)

Peoples of South Asia have produced one of the oldest and ever evolving cultures of the world. This course will survey the history of the region from the earliest times to the eve of European conquest. We will learn the historical development of various religious traditions, the state formation processes, and the socio-political institutions that are foundational to South Asian history. In tracing the development of agrarian and urban societies, economic and ecological transformations, formation of various ethnic/religious/linguistic identities and inequalities, we will pay special attention to South Asia's interactions with the wider world.

HIST 114 Modern South Asia (4 credits)

South Asia, the most populous part of the world, also boasts of the most diverse population. We will learn the history of modern South Asia through an exploration of South Asian society in under British colonial rule and the problems of South Asia's post-coloniality. Topics will include colonial extraction, racism, communal warfare, casteism, anti-colonial struggles, trade unionism, women's movements and anti-caste movements. Finally, keeping in mind that people did not form any monolithic category, we will study the varying nature of people's identities and resistances, and their position in the imperial formation and the nation state.

HIST 115 Brides of the Sea: Trading Cities in the Indian Ocean World, 200BCE to 2000CE (2 credits)

Seaborne trade linked the port cities of the Indian Ocean World and Southeast Asia to each other and the world beginning as early as 200BCE. Our class will examine the rise and fall of Asia and Africa's coastal trading cities; the transcultural character of Indian Ocean trading entrepot; the life of merchants; labor migration; and cultural and religious exchange. Student will explore ancient and modern networks of interconnections through group projects on one or more of the global commodities that animated Asian trade, such as silk, slavery, cinnamon, opium, rubber, prostitution, nutmeg, palm oil, bird's nests, black pepper, etc.

HIST 116 Mughal India Through the Eyes of European Travelers (2 credits)

This course will survey the history of one of the greatest empires in Indian history, the Mughal empire through the lens of European travel writing between the fifteenth and eighteenth centuries. Some of the questions we will explore are: How are European travelogues important sources for studying Indian history? Is European perspective on Indian society monolithic or is there a variety of European perspectives? Apart from introducing basic history of Mughal India, the course will explore themes such as early Orientalism and the history of the early modern world.

HIST 117 Sounds and the Chinese City: Live Music Scenes in Urban China (2 credits)

This interdisciplinary course explores the live music scenes of cities in China today and the history of those scenes over the past century. Focusing on the urban space of the live house featuring jazz, blues, rock, hip hop, electronica, and DJs, we will delve into these scenes and styles of music. Major topics touched upon in this course include globalization, localization, creative cultures and industries, and musical communities and scenes. Cities covered in this course will include Beijing, Shanghai, Kunshan, and Suzhou. Writing assignments will focus on analyzing particular scenes based on research and observations.

HIST 118 The American Empire

Is the United States an empire? It once colonized the Philippines but then distanced itself from colonial empire at the end of World War II. Ever since, it has wielded power through its overseas military base network and its system of alliances with foreign countries. The objective of this course to engage in a thoughtful, informed discussion about how Americans have interacted with the larger world, and how other peoples have grappled with U.S. power. Students will be asked to formulate their own conclusions about the nature of U.S. power by reading and assessing a variety of scholarly interpretations.

HIST 121 Pan-Africanism: Global Story of an American Idea (2 credits)

Pan-Africanism began as an idea among ex-slaves and antislavery reformers in America, who believed that Africans and people of African descent across the world had common histories, common experiences, and common struggles against various forms of racism and marginalization.

Pan-Africanism, which meant different things to different people, would go on to influence numerous intellectuals and social movements, from Negritude poets to African/Caribbean Independence and the American Civil Rights Movement. This course would survey the growth of this idea in a variety of facets, by looking at is influence upon history-writing, philosophy, poetry, political thought and social movements.

HIST 201 Methods of Historical Research (4 credits)

This course offers an introduction to theories, methods and approaches to historical inquiry and research including the use of archives, the interpretation of visual and textual documents, and the recording of oral histories. Students will be exposed to both the humanist and the social scientific approaches to historical research, as well as broader theoretical questions of history and historiography. As such, students learn what is history, how is it made, and what constitutes valid scholarly approaches to historiography. Students will apply their learning by conducting original historical research on a topic of their own choosing and writing a research paper.

HIST 202 World History and Global Interactions (4 credits)

This course offers a survey of the history of the world, by which is meant a historical overview of major processes and interactions in the development of human society since its early development some 60,000 years ago, going beyond the fundamental questions and concerns of area studies (such as East Asian studies, South Asian studies). In explaining the large scale processes such as empire building, commerce and religious practices, this course will show how various forms of human interactions, especially migration played a key role. This course will provide deep historical understanding for some of the pressing issues of the contemporary world such as migration, globalization, and imperialism.

HIST 203 America in Asia, Asians in America (4 credits)

This course explores the intersection between foreign relations and the evolution of American society, with a focus on Asian-Americans in different moments of history. It is divided into three main historical eras and themes: (1) the early period of Chinese emigration and the building of American railroads until the Exclusion Acts; (2) Japanese-American society before and after Pearl Harbor; (3) Chinese Americans in modern American science, engineering, and innovation. Through the use of representative cases, the course trains students to understand the lives of Asian Americans in relevant historical, cultural and political contexts.

HIST 204 Asia in World History (4 credits)

Asia as the largest continent of the world comprises of 30 percent of world's land surface and 60 percent of the world's population. But what are the parameters for understanding Asia as a unified, identifiable place? Was there ever an Asian identity in history? Is this identity cultural, economic, political or a mix of all three? Since, all identities are formed in relation to other identities, was an Asian identity formed in reaction to other forms of existing identities in the world? Taking the

period between 500 CE and 1950CE as the point of reference, this course exams the above questions in reaching an understanding of what are the various ways and the various historical moments in which we can think of Asia as a shared space amongst an extremely diverse population. Moreover, the course will discuss whether the historical processes that went into the creation of Asian identities were world historical in nature, or in other words, whether these processes had any effect in shaping the histories of societies both within Asia and outside of Asia. This course will aim at developing skills to evaluate to what extent we are "Asian," "global" or otherwise and provide a foundational knowledge to interact with people and institutions within Asia and then the world.

HIST 205 Shanghai: From Treaty Port to Global Metropolis (4 credits)

Since the late 19th century, Shanghai has emerged as the leading metropolis in China in many respects. It has served as the breeding grounds and model for the social, political, economic and cultural modernization, and urbanization of China over the century that followed. Through a combination of lectures, readings, film screenings, field trips, and research projects, this course explores the history of Shanghai and connects the colorful legacy of the treaty port era (1842-1943) with the re-emergence of Shanghai as a global metropolis since the 1990s. While focusing mainly on those two eras, which have been the subjects of the bulk of scholarship in the emerging field of "Shanghai Studies," we also examine the relatively neglected history of Shanghai prior to the 1840s, as well as the Mao Years of 1949-1976 when Shanghai became a bastion for the violent politics of the Cultural Revolution.

HIST 206 World History in Seven Meals (2 credits)

This course offers a study of global history using food as a central focus. The course will center on a series of meals as case studies to examine broader themes, such as human environmental modification and exchange, the role of trade and migration in human history, the powerful influence of identity, and the gendered nature of labor roles in food production and preparation. Students will focus on these themes in various regional and national contexts to identify global patterns in the development of food cultures, and to engage in comparative analyses.

HIST 207 History of Media Art (4 credits)

The course addresses New Media Art as a specific art historical movement, focusing on technologies, forms, thematic content, and conceptual strategies. While the term, new media art only became in the late nineties the established label for a broad range of artistic practices that exploit new media technologies, many new media artists are profoundly aware of their historical antecedents, making reference to Dada, Pop Art, Conceptual Art, Performance Art, and Fluxus. To understand new media art in a historical context, we will consider the history of technology and media sciences that plays an equally important role in this art's formation and reception. The course thus studies the invention of information technologies and a range of human-machine paradigms that impact the landscape of art history, including cybernetics, network, augmented reality, Biomedia, and ubiquitous computational technology.

HIST 208 America Fractured (4 credits)

Many commentators have observed that the sense of national community in the United States has declined over the past several decades. In the eyes of some critics, as political debate has polarized and as wealth has concentrated, the nation's commitment to community responsibility, eroded by such forces as identity politics and market-based individualism, has shrunk to ever-smaller circles. This course will explore the so-called "Age of Fracture" in recent U.S. history, paying close attention to debates among public thinkers on both the political right and the political left. The course uses this material to teach students the basics of academic writing.

HIST 209 Refugees and War since 1914 (4 credits)

The twentieth century was a time of major transformations in the way war was waged. In particular civilians were targeted and suffered from direct military and police action in such a way as to produce tidal waves of displaced persons. This course follows these refugees, seeking shelter from violence, in wartime and after. In this inquiry, we attend to the voices of refugees themselves. We focus on the terrifying threats they encountered, the actions they took, and their flight and fate during and after war. We then show the interaction between refugees and agents of empathy, those private or public actors who helped protect and restore the dignity of these victims of war.

HIST 210 Global Art History (4 credits)

Art has been a part of every society since recorded history. How have the arts told stories about civilizations, ethnicities, communities and peoples? How have the arts evolved and circulated across the globe? The arts provide vital narratives in our understandings of each other as our cultures have both clashed and shared over time. This course asks these questions by focusing on visual arts across cultures not with the aim of comprehensive coverage, but representation of key issues in the interpretation of art. Students will learn how to interpret art from a critical perspective in terms of its relation to broader social, cultural and political dynamics.

HIST 217 Ancient and Imperial Chinese Art (4 credits)

This survey course covers art in a variety of contexts from the foundations of Chinese civilization until the end of the imperial period in 1912 including tomb artifacts, religious images and statuary, court art, crafted objects and the painting and calligraphy of the literati. A number of themes may be addressed, such as the cross-cultural transmission of ornamentation and iconography, the ideal of scholar-amateur, the skills and techniques of the professional artisan and the connoisseurship and circulation of fine objects.

HIST 220 Global Media History (4 credits)

This course explores the emergence and development of different communication media in a broad social and cultural context. From the ancient Asian typewriters to modern Social Networking Service (SNS), media operate in relation to particular social, economic, and technological conditions.

This course will aid students in their efforts to make sense of how communications processes have mediated and shaped our interactions with each other as well as our understanding of the world. It does so by examining specific instances of media communications in a number of key cases observed in world history and by showing how technological innovation in media communications has led to new social, cultural, and political forms.

HIST 301 China in Global Perspective 1: China and the Silk Roads World: 500-1500 (4 credits)

This course introduces the rich and diverse world of trade, religions, and cultures that connected the two ends of the Eurasian world. It starts with survey of Han and Roman trade contacts, and Chinese connections with India via Buddhism, focusing on 7th-15 centuries CE. It examines global interactions produced by the land-based silk routes, including the coming of Islam and Nestorian Christians to China, and travelers to China during the vast Mongol Empire including Marco Polo, It also documents the opening of maritime silk routes through the voyages of the Chinese admiral Zheng He to Africa at the beginning of the 15th century.

HIST 302 China in Global Perspective 2: The Internationalization of Modern China (4 credits)

This course studies how foreign relations have shaped modern China from the Opium War to Alibaba. Topics include commercialization, militarization, and industrialization in the making of the modern state; the international education of Chinese at home and abroad; foreigners in China; the international evolution of Chinese enterprise under capitalism and socialism; the People's Republic and the socialist world economy of the 1950s and 1960s; the "international development of China" as conceived by Sun Yat-sen, and the birth of the modern infrastructure state; the Chinese diaspora and the re-opening of China after 1978; contemporary China's state-led and private investments abroad and the emergence of a Chinese global citizenry.

HIST 303 China and the US Comparative 1: The United States and China in War and Revolution (4 credits)

This course looks at the Chinese-American alliance during World War II from multiple perspectives. What did the partners in this anti-Japanese alliance have in common? What was the level of their mutual understanding? What was the role of key decision-makers in Chongqing, Washington, and Yanan? How did the various actors imagine Chinese-American relations after the war? What can we learn from a Chinese-American alliance that was at once successful and fragile?

HIST 304 China and the US Comparative 2: The World of Universities in China and the United States (4 credits)

The Unites States is home to many of the world's leading universities, at present. China has developed the fastest growing system of higher education—in quality as in quantity—in the world. What are the strengths and weaknesses of these systems, each of which is very diverse? How can we best compare admissions systems? Governance systems? Research results? And Educational outcomes? What can each system learn from the other?

HIST 305 Special Topics in History of Chinese Institutions (4 credits)

This special topics course focuses on the historical development of a specific set of institutions in China, such as the evolution of health care, social welfare, military organizations, or child and family institutions over time. In so doing the course provides an opportunity for students to dive deeply into the historical evolution of institutions as a way to understand the development of modern China in a specific sphere. In this way students gain a deep, specialized knowledge in the history of a particular area, and then demonstrate how that knowledge can be applied more broadly to better understand the historical evolution of modern Chinese society.

HIST 306 The United States and China in War and Revolution (4 credits)

This course looks at the Chinese-American alliance during World War II from multiple perspectives. What did the partners in this anti-Japanese alliance have in common? What was the level of their mutual understanding? What was the role of key decision-makers in Chongqing, Washington, and Yanan? What was the experience of this alliance from the perspective of ordinary soldiers and the civilians they encountered? How did the various actors imagine Chinese-American relations after the war? What can we learn from a Chinese-American alliance that was at once successful and fragile?

HIST 307 Cold War America (4 credits)

This course explores the nearly 50 year conflict between the superpowers of the US and USSR and considers the domestic impact of America's "cold war" against communism. It assesses both the ideological clash and the economic conflict between capitalism and state control. Topics include the development of the atomic bomb, George Kennan's "containment" strategy, the moon race and military and technology competition and the key historical developments such as the Korean War and the Cuban Missile Crisis, as well as relations with China and US influence in Third World countries.

HIST 308 Immigration and the American Experience (4 credits)

This course studies immigrants and immigration policy in the United States from 1850 to the present, with a focus on the origins and power of immigrant exclusion during three waves of migration: Northern European and Asian migrations between 1850 and 1880; Eastern European, Latin American, and Asian migrations, 1880-1920; and Latin American, African, and Asian migrations, post 1965. The course examines the roles of immigrants in shaping policy debates, citizenship rights, labor movements, and American culture, past and present. The course also considers migration patterns and policies in comparison to other major immigrant destinations.

HIST 311 Documenting Durham and the New South (4 credits)

The course trains students to document and represent Durham past and present with digital media. Students learn how to digitize historical and cultural materials, research in archives and public

records and present information through various forms including web pages, databases, maps, video and other media. In addition to producing digital representations of historical materials, students learn more broadly how to think about and analyze the social impact of new representations of place and space.

HIST 312 Southeast Asia and the Rise of Global Trade (4 credits)

Southeast Asia, located at the center of the seaborne Silk Road, is one of the great global crossroads of economic and cultural exchange. For two thousand years it's been a magnet for merchants, missionaries, pilgrims, adventurers, and mercenaries from India and China, the Middle East, and eventually from Europe. Globalization is sometimes thought to be a feature of modernity, but in Southeast Asia global cultures have been mixing for millennia. This course begins with the peopling of Southeast Asia, the rise of global trading entrepot, and concludes in the 16th C. with the dawn of European colonization.

HIST 313 Southeast Asia from the Age of Imperialism to the Global Cold War (4 credits)

This course takes a comparative historical approach to contemporary global issues in various temporal and geographical contexts. Students will focus on issues that emerged in the modern era and may include such topics as terrorism and national security, environmental protection and degradation, resource distribution and trade, health and welfare, and cultural and religious diversity. Students explore the nature of historical change and continuity and will apply historical methods of research and analysis as they investigate the formation and development of particular global issues. The specific case studies and themes in the course will vary by term and instructor.

HIST 314 Writing the History of War (4 credits)

This course examines the literary and visual representations of war and mass violence in comparative and historical perspective. Remembering war means remembering suffering and death, and discourses of mourning during and after war come in many forms. Students will identify how war generates complex and divergent narratives that shape collective memories of mass violence in the past and influence the use of militarized violence in the present.

HIST 315 Why Be a Bandit? (4 credits)

Bandits and outlaws have historically played a unique role in popular imagination. In the Chinese classic Water Margin, outlaws flee tyrannical administrators but eventually make their peace with the emperor. Robin Hood occupies an equally ambivalent position between outlaw and elite roles. Seventeenth and 18th-century Atlantic pirates were feared, but their ships are viewed by scholars as laboratories for democratic experiment. Pirates, bandits and insurgents often occupy similar marginal spaces between illegality and social legitimacy today. This course will study this ambiguous status, through historical cases and ending with banditry and border violence in Central Africa and in North America.

HIST 316 The Modern Regulatory State (4 credits)

Much of the policymaking that structures our world emerges not from Congress or the courts, but from regulatory institutions. This course outlines the historical origins and evolution of modern regulatory institutions, focusing on the Western European and North American experience, from the nineteenth century to the present. For our purposes, "regulatory institutions" include not only public agencies, commissions, bureaus, and boards, but many quasi-public and private entities as well. As this course will reveal, these varied institutions have complex relationships with the businesses, organizations, and individuals whom they hope to regulate, as well as with legislatures, presidential administrations, and the courts. Course readings and discussions will incorporate a wide range of disciplinary perspectives, and include a discussion of the recent "revolt" against regulation.

HIST 317 The Global First World War (4 credits)

This course examines the upheaval of the 1914-18 war in a global perspective. The course deals with the origins, conduct and consequences of war in Europe, Asia, Africa and the Middle East, and on the revolution of violence that occurred during the war and which spilled over to the post-war years 1918-23. Topics may include social and cultural trends alongside military encounters and diplomatic developments that transformed the world.

HIST 410 The Spice Race: How the Spice Trade shaped our World (4 credits)

Before the Industrial Revolution, the global economy was driven by spices, and other rare and exotic commodities, many sourced from Asia. The global competition to acquire and monopolize spices— the "Spice Race"— was a great engine for world history and economic development from c. 1250-1800. It made "spiceries", like Southeast Asia, centers of global trade and cultural exchange. This trade expanded the power of Asia states; drove European exploration; inspired scientific research; and became a key driver for the European colonization of Asia, and the world. The "Spice Race" provides a fascinating lens on our modern economic and political order.

HIST 411 Seeing History from the Mountains and the Seas: Ethnographic histories of Asia (4 credits)

History is told from the perspective of nation-states and their people. This class reverses this practice, asking: "What does history look like from an outsider's perspective?" Asia is home to 2,500,000 square kilometers of mostly interconnected mountain lands. The upland people living there have long been outside of state control. On the opposite spectrum are boat-dwelling sea-nomads who rarely set foot on land, and follow migrating sea life across national boundaries. How do sea and mountain people understand history? Their own? And the nations around them? Our class will introduce and utilize ethnographic approaches to historical study and analysis.

HIST 412 Global Labor History (4 credits)

What is the profile of the worker of the world? Though there are sophisticated social histories of the Global South, the overwhelming majority of works in labor history dwells on the figure of a white, male, free, waged worker of the Global North. This course challenges such a myopic conceptualization of the worker. Taking the world between 1700 CE and 2000 CE as the point of reference, it examines interdisciplinary approaches to study the social history of work and workers. It presents a far more diverse figure of the worker, and her/his subjectivity through the lens of a global understanding of institutions of control and oppression such as commerce, gender and race.

Courses with Course Subject: Independent Study (INDSTU)

INDSTU 391: Independent Study

Individual non-research directed study in a field of special interest arranged on a special topic by an instructor with related interests and expertise, under the supervision of a faculty member, resulting in a significant academic product. Consent of instructor required.

Courses with Course Subject: Information Science (INFOSCI)

INFOSCI 102 Computation and Problem Solving (4 credits)

Computation and Problem Solving is recognized as a key skill set for all 21st century learners. This course will focus on the key aspects of computational thinking: Tasks as a series of steps (algorithms); Problem solution at many levels of detail (abstraction); Solving large problems involves breaking it down into a set of smaller problems (decomposition); New problems are likely related to other problems the learner has already solved (pattern recognition); Solutions to a problem may be used to solve a whole range of similar problems (generalization).

Prerequisite(s): COMPSCI 101 or STATS 102 or Consent of instructor.

INFOSCI 103 Computation, Society & Culture (4 credits)

A wide-ranging survey of how computational media forms enable us to imagine and re-invent our help us to understand, interpret, and represent the past, negotiate present-day challenges, and build the future. Objects of computational exploration and analysis considered in this course will come from the sciences, education, industry, the arts, and entertainment, with the goal of understanding how computational methods cut across traditional disciplinary boundaries, and how advances in one area affect development in another. The course also includes study of the social, ethical, and cultural consequences of digitization, automation, artificial intelligence, and the globalized information and communication systems facilitated by computation.

INFOSCI 104 Digital Design ((4 credits)

This course provides an introduction to design as a critical and creative practice within the context of computational domains. Topics covered include concepts in graphic and information design, including synergies, resonances, and contradictions between mathematical and artistic approaches and traditions. The course also includes an introduction to design thinking as a trans-disciplinary phenomenon encompassing iterative development cycles, structured and emergent behaviors, divergent thinking, and transferable methods. The emphasis will be on both scientific and artistic approaches to knowledge production, creativity, and communication, and how cross-functional project teams can work together in generative and productive ways.

INFOSCI 112: Googlization of Knowledge: Information, Ethics, and Technology (2 credits)

This course focuses on the causes of human behavior related to critical thinking and the development of specific literacies – digital, data, visual, media, and technology – and the ways that social structures apply to finding, evaluating, and effectively using different types of information. In this course, students will develop analytical skills to examine the political and societal factors that influence literacy skills as they relate to information – its creation, availability, and application. We will examine the ethical, economic, and political issues inherent in the use and regulation of technology as they apply to the access and production of information.

INFOSCI 201 Interaction & Physical Computing (4 credits)

Interaction & Physical Computing is a course that explores the object-oriented programming and physical computing for artists and designers. Through looking at development environments such as Processing and Arduino, paired with physical components such as the Kinect, Leep Motion and sensors, we will explore how to create various interfaces and systems that bridge the virtual and physical worlds. We will explore key concepts such as Input/Output, Interface, Interaction, etc. through course work, familiarizing students with digital tools and prototyping methods. This is an entry level computation class, no programming or hardware experience or prerequisites required.

INFOSCI 206 Urban Data Visualization and Communication Methods (2 credits)

This course focuses on digital visualization and communication methods which can be used to represent and describe place and its changes. Through lectures, laboratory exercises, and experiential learning, students will learn a series of digital technologies, including ESRI ArcGIS, CartoDB, Microsoft Excel, Microsoft Access, and MassGIS. Students will use these software programs to analyze, interpret, and present spatial and demographic patterns of different phenomena. The overarching goal of this course is to improve students' spatial reasoning abilities and to help them master data visualization and communication skills.

INFOSCI 302 Introduction to Geographical Information Science (4 credits)

Geographic Information Science, or GIS, is concerned with the scientific study of geographic information. This course offers an introduction to methods of describing, managing, and processing geographic information. We will explore the nature of geographic information, data models and structures for geographic information, geographic data input, data manipulation, spatial analytic and modeling techniques, and error analysis. This class is helpful for students wishing to apply GIS within numerous disciplines.

Courses with Course Subject: Institutions and Governance (INSTGOV)

INSTGOV 490 Senior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Institutions and Governance. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

Courses with Course Subject: Integrated Science (INTGSCI)

INTGSCI 101: Integrated Science 1 (4 credits)

This course focuses on the concept of energy and its relevance for explaining the behavior of natural systems. The conservation of energy and the transformations of energy from one form to another are crucial to the function of all systems, including familiar mechanical devices, molecular structures and reactions, and living organisms and ecosystems. By integrating perspectives from physics, chemistry, and biology, this course helps students see both the elegant simplicity of universal laws governing all physical systems and the intricate mechanisms at play in the biosphere. Topics include kinetic energy, potential energy, quantization of energy, energy conservation, cosmological and ecological processes.

Prerequisite(s): MATH 101

INTGSCI 102: Integrated Science 2 (4 credits)

This course focuses on the collective behavior of systems composed of many interacting components. The phenomena of interest range from the simple relaxation of a gas into an equilibrium state of well-defined pressure and temperature to the emergence of ever increasing complexity in living organisms and the biosphere. The course provides an overview of some fundamental differences between traditional disciplines as well as indications of how they complement each other some important contexts. Topics include thermodynamic (statistical mechanical) equilibrium, fundamental concepts of temperature, entropy, free energy, and chemical equilibrium, driven systems, fundamentals of biological and ecological systems.

Prerequisite(s): INTGSCI 101

Courses with Course Subject: Italian (ITALIAN)

ITALIAN 25 Advanced Intermediate Italian (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Italian.

ITALIAN 101 Italian 101 – Beginning Italian 1 (4 credits)

This is the first course in the beginning level Italian sequence. There are many reasons to study Italian: Italy's artistic, cultural, gastronomic and literary heritage all combine to making study of Italian a good choice. The course, mainly conducted in Italian, integrates traditional pedagogical goals of speaking, reading, and writing the language with a commitment to help students to acquire strategies to become an effective independent language learner. There is no prerequisite.

Courses with Course Subject: Japanese (JAPANESE)

JAPANESE 23 Intermediate Japanese (4 credits)

Credit for Advnced Placement on the basis of the College Board Examination in Japanese.

JAPANESE 101 Beginning Japanese 1 (4 credits)

This is the first course in the beginning level Japanese sequence. It is conducted in a seminar style, and emphasizes giving students abundant opportunities to consistently and systematically use Japanese to communicate. It also has independent-learning elements which will help students become better self-learners and acquire a special set of skills that are pertinent to their own interests. Preparation before each session is expected and crucial for student success in this course. There is no prerequisite.

JAPANESE 102 Beginning Japanese 2 (4 credits)

This is the second course in the beginning level Japanese sequence. It is conducted in a seminar style, and emphasizes giving students abundant opportunities to consistently and systematically use Japanese to communicate. It also has independent-learning elements which will help students become better self-learners and acquire a special set of skills that are pertinent to their own interests. Preparation before each session is expected and crucial for student success in this course.

Prerequisite (s): JAPANESE 101

JAPANESE 102 Japanese 201 – Intermediate Japanese 1 (4 credits)

This is an intermediate Japanese course. In the classes, students will consistently and systematically use Japanese to communicate. To successfully do that, students will need to spend time to prepare for each of class meeting. Students will have detailed guidelines that describe what to do before each meeting but students are responsible for actually completing those tasks. This course is also designed to help students learn to become more effective independent language learners through a combination of group meetings and individual sessions.

Prerequisite (s): JAPANESE 102

Courses with Course Subject: Latin (LATIN)

LATIN 25 Introduction to Literature (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Latin.

Courses with Course Subject: Literature (LIT)

LIT 105 The Epic of America (the novel) (4 credits)

This course introduces a range of works from the US canon that engage the concept of travels in relation to the themes of race and slavery, gender and sexuality, and citizenship and empire. Through reading some great American novels, we will explore travels and mobility from pre-Civil War to modern America, and from the slave-holding south to multiracial and multicultural metropolises both within and beyond the US borders. By drawing connections between these great American novels, we will discuss how they collectively cross and challenge national, geographical, and political boundaries of the color line––and importantly––how they resonate with Duke Kunshan University's core concept of "rooted globalism."

LIT 106 American Otherness and Otherness in America (4 credits)

The United States of America is founded on the idea of universal equality with respect to moral worth and fundamental rights. This radical idea, which had no precedent in history, has always been fundamental to America's self-understanding and to its singular place in the community of nations. And yet, the concept of "otherness" has never been far from the surface in American political and cultural life. An official ideology of equality has never been able to eliminate real inequalities and exclusions that have produced, for some, feelings of entitlement or special distinction, and for many others, feelings of solitude, exclusion, or powerlessness. A sense of singularity, non-belongingness, apartness, or exceptionalness characterizes many of the most distinctive aspects of American culture. This tension between what America claims to stand for—a harmonious society in which everyone has equal moral worth and equal rights—and the reality of daily life for those who feel for whatever reason that they stand apart from the whole will be the subject matter of this course. This subject will be approached by reading foundational texts in which the ideology of equality is articulated, and by considering a wide range of other materials in which this ideology is explored, tested, or challenged.

LIT 107 From Data to Narrative: A Workshop in Non-fiction Writing (2 credits)

In our daily lives we are overrun with data, endless bits of information about our environment, health, location, preferences and social contacts. Walter Benjamin has decried this as a modern condition of being bombarded with data, but with no ability or effort to synthesize it into the narrative form in which humans can process and intake it. This course will explore the genre of non-fiction writing as a means to effectively communicate various forms of data. Readings will include examples of leading non-fiction writers such as Sven Lindqvist in cultural studies and history, and Simon Singh in science. The course will also cover basic conventions of citation and reference. Students will practice researching and writing historical, biographical or other fact-based information into narrative form. During the term, student will also workshop their own researched narrative piece.

LIT 108 Love and Dreams on the Chinese Stage (2 credits)

From the fourth century BCE onwards, the device of the dream has allowed Chinese writers, performers and intellectuals to explore social transgression and other liminal states of being. We will examine dreams in wide array of texts from Zhuangzi to the plays of Tang Xianzu and Dream of the Red Chamber in order to understand core humanistic concerns such as love (qing) and the futility of earthly desire and ambition. With a focus on kunqu, students will engage with Chinese drama (original or in translation) both in recording and by visiting live performances.

LIT 109 Writing Stories for Children (2 credits)

When children are captivated by a story, what elements draw their attention? What stories from our childhoods do we remember for years to come, and why? This course explores writing stories specifically for children from both creative and critical perspectives. We learn to analyze and employ literary techniques and devices like point-of-view, imagery, plot, rhyme, and more. In addition to developing our argumentative writing skills through close reading, we also write and revise our own children's stories. The course culminates in a special event in which we print and share these stories with their intended audience – children.

LIT 110 The Art of the Interview (2 credits)

The interview is a vital research tool that crosses forms of media and academic disciplines. However, it can be difficult to know how to conduct a good interview. How does an interview succeed or fail, and who is its audience? Can the interview be an artform in itself? This course explores interviews in various contexts, including popular culture, to analyze the audience expectations and research implications of interviews. Students will build argumentative writing skills by analyzing interviews. They will also conduct a series of interviews themselves, gaining experience as interviewers and interviewees.

LIT 201 Asian-American Arts and Letters (4 credits)

This course examines the history of Asian-descent literature including fiction, memoir, poetry, drama) and, to a lesser extent, expressive cultures (film, martial arts, music) with special emphasis on Chinese America. Topics include broad themes of cultural identity, memory and belonging, gender and class, as well as specific issues of the relationship between diaspora communities in the US and national cultures in Asia. Texts are placed within the context of the history of Asian American acclamation, focusing on tensions between cultural assimilation into mainstream America and the pressure to maintain distinctive cultural identities.

LIT 202 African American Literature and Culture (4 credits)

This course examines the history of African narrative, drama, poetry, and such expressive arts as the sermon, the political address, and popular music. Narratives are placed in the context of the history of slavery, emancipation and the continuing struggle for civil rights. Topics include:

questions of self-identity and American citizenship; the reception of African American literature overseas; the construction of pan-African identities and politics; literature of the African American diaspora; and the concept of home. Students will gain a cross-cultural understanding of the African American experience and its ongoing significance in American life and politics.

LIT 203 Reading Empire (4 credits)

We are familiar with categories such as Anglophone and Francophone that describe literature written in English and French outside of England and France, respectively. We are, however, less acquainted with Sinophone and Japanophone literature as objects of study. What the various –phone literatures have in common is the depiction and contestation against the imperial centers from the peripheries. Ranging from a variety of fictional and theoretical texts, films, and images, this course examines the histories, languages, and philosophies of literatures that challenge the logic of imperialism not just in name, but also in its social, political, economic, and cultural legacies.

LIT 204 Online Novels and the Chinese Public Sphere (4 credits)

Online literature constitutes the largest readership and a booming economy in China today. Popular genres include science fiction, urban leisure, martial arts, historical fiction and horror. Successful online novels have millions of followers and are often turned into games, TV dramas and feature films. Subscribers are free to comment on the websites and the fictions they host. How do we understand the proliferation and success of this online literature and its relation to the public sphere? By analyzing the content and the form of online literature in China, the class examines the popularity of online fiction and its socio-economic conditions.

LIT 205 American Lyric Across Borders (poetry) (4 credits)

After Whitman and Dickinson's Romantic call to the world beyond U.S. borders, this course turns to the controversy between the rootedness of Frost, William Carlos Williams, and Langston Hughes and the internationalism of Stevens, Eliot, H.D. (including the Sino-philia of Pound), both of which can also be seen as belated forms of Romanticism. Possible attention to later explorers of such issues as Robert Duncan, Gwendolyn Brooks, Sylvia Plath, and Frank O'Hara; to the populist challenge of song lyric (blues, tin pan alley, folk, rock, hip-hop); or to the problems of translation and translatability.

LIT 206 Early Literatures from Colonization to Revolution (4 credits)

Columbus and other narratives of European exploration, conquest, and settlement; the interplay of Puritan literature (Bradford, Winthrop, Wigglesworth, Mather, Bradstreet), Native oral traditions, Phyllis Wheatley's poetry, and early captivity narratives; the pre-revolutionary novel (Rowson, Foster, C.B. Brown); and the revolutionary texts (*The Federalist Papers*).

LIT 207 The American Renaissance and Its Rivals (4 credits)

A course on the major antebellum prose writers (Emerson, Thoreau, Melville, Hawthorne), the storytellers of enslavement (Douglass, Jacobs, Equiano, Brown) and Native displacement (Child, Sedgwick), and the poetry (Whitman before and after the war, Dickinson, possibly late Melville) that ensued.

LIT 208 From Cool Japan to the Korean Wave: Popular Culture from East Asia (4 credits)

The hegemony of American popular culture notwithstanding, cultural products from Japan and South Korea are becoming significant players in the globalization of culture. From the de-Disneyfied anime to the hybridized R&B K-pop, these cultural products challenge American cultural domination, and inspire alternate forms of aesthetics, participation and enjoyment. This course examines the historical formation of Japanese and Korean popular culture, focusing on their contested cultural meanings at the national, regional, and global scales. Some of the issues we will consider include: cultural imperialism, fandom, the role of the state and the development of cultural industry, representations of race and gender, capitalism and transnationalism.

LIT 209 Critical Inter-Asia: Rethinking Local and Global Connections (4 credits)

This course considers a variety of literary texts from the perspective of the nexus of cultures and societies in Asia. It emphasizes critical, transnational and interdisciplinary perspectives on two or more Asian cultures and their interactions in the world. In addition to providing the critical theoretical tools to analyze the production and reception of inter-Asian texts, the course will cover a representative variety of texts including history, literature, current affairs, cinematic, visual, and pop-cultures. By framing these texts in their local, regional, and global contexts, a comprehensive critical analysis will be developed.

LIT 210 Robots and Monsters: Unruly Human Creations in World Literature (4 credits)

What if humans had the power to create intelligent life. What would they do with that power? What would such creatures be like? These questions have captivated the imagination of storytellers for thousands of years. Prometheus stole the power to create life from the Greek gods. The Rabbi of Prague brought a clay creature to life with magical incantations. Frankenstein accomplished it with science on the operating table. And computer programmers try to build such creatures with AI technology. In stories, the end is always the same: the creature gets out of control, it threatens its creator and needs to be subdued. In this course, we will read stories of human effort to bring to life their own creations. We will discuss the literary features of such fantastical creations as the Golem, Frankenstein's monster, Androids and AI. Over the term we will come to appreciate the human desires and fantasies associated with this figure, and ask what these robots and monsters can tell us about our own humanity.

LIT 211 Politics and Literature (4 credits)

In the past, the poet was regarded, not as an antipolitical bohemian nor as a political partisan, but rather as a wise teacher who could help us to understand the drama of human life as a whole and the drama of political life in particular. The goal of this course is to investigate the nature of politics and human nature by studying a number of masterpieces of classical literature. As we study these works, we will consider such themes as the equality of the sexes, democracy and aristocracy, science and politics, religion and politics, love and politics, and ambition and politics.

LIT 212 Survival of the Fittest: Stories of Endurance and Extinction in World Literature (4 credits)

For centuries, one story in particular – "the survival of the fittest" – has influenced how individuals and communities make sense of their struggles. Challenges of ethnic rivalry and culture clashes, disease and immunity, commerce and poverty, even natural disasters and the threat of human extinction, all have been explained according to this "law of nature." This course surveys a range of literary works and cultural figures that have produced the power of this story in world literature and culture. From Shakespeare to Yuval Noah Harrari, the course analyzes the perils and possibilities that this story holds for our human future.

LIT 213 Literature and Global Citizenship (4 credits)

What does it mean to be a global citizen? What can literature reveal about the social, cultural, and ethical dimensions of an increasingly interconnected world? What modes of critique, formations of belonging, and possibilities for conceptualizing the world —and one's place in it— does of literature offer? Through a variety of texts, paired with perspectives drawn from literary criticism as well as sociology, anthropology, and philosophy, this interdisciplinary course will explore the possibilities as well as tensions inherent in differing conceptions of both the 'globe' and of 'citizenship'.

LIT 214 Introduction to Literary Research Writ Large (4 credits)

Where does the meaning of a text come from: the author, the reader, the style? Why are the philosophical, historical, political and aesthetic contexts important for reading literature? What is the relationship between literature and society, arts and politics, form and content? This course takes a global approach to questions of text and meaning, and includes a representative diversity of traditions and theorists of literature and aesthetics. The aim is to equip students with the tools to be attentive readers of literature and text.

Prerequisite: ARHU 101 or any 100- or 200-level 4-credit LIT course.

LIT 215 Self-Making in the American Imagination (4 credits)

Mega-stars like Steve Jobs and Beyoncé and key political and cultural figures like Abraham Lincoln and Anne Bradstreet are all routinely described as "self-made". The American belief that individuals achieve financial, political and social success exclusively on their own is crucial to

understanding the U.S. and its impact on the world. This course looks at the historical origins of self-making and its cultural representations from the colonial era to the present. It prepares students to understand how the theme of self-determination shapes culture, identity and politics in the U.S. and in how Americans often engage with other cultures and countries.

LIT 301 The Realist Moment (4 credits)

This course focuses primarily on realism (Howells, James, Gilman, Harper, Johnson), naturalism (Dreiser, Norris, Crane), and regionalism (Twain, Jewett, Chopin, Chesnutt) during the rise of consumer-managerial capitalism, first-wave feminism, and Jim-Crow Reconstruction. Possible attention to early utopian fiction (Adams, Bellamy, Gilman, Howells) or the impact of journalism (Dreiser, Crane, Henry Adams, Jane Addams, and the muckrakers) on fiction.

LIT 302 America's Novel Modernity (4 credits)

This course is focused on the fiction, primarily the novel, that distinguishes the American literary response to the phenomena of "modernity" in the 1920s and 1930s: modernization, urbanization, the rise of consumer and finance capitalism, the Harlem Renaissance and "New Negro" Movements, the anti-immigration and Indian citizenship acts, the press of ethnic upward mobility, and the European literary experimentation called "modernism," the world-entailing crash of the U.S. stock market. To be drawn from the works of: Stein, Cather, Wharton, Fitzgerald, Hemingway, Dos Passos, Larsen, Toomer, Schuyler, Hurston, Barnes, Hammett, Roth, McKay, Faulkner, DiDonato, Steinbeck.

LIT 303 The Literary Arts of the Cold War (4 credits)

This course focuses on the fictional, theatrical, cinematic, poetic, and new-journalist representation of the Cold War and its "Hot" manifestations (the Korean and, especially, the Vietnam War, as well as the violent turns in U.S. Radicalism). From the rise of postmodernism and the Beat era (Kerouac, Ginsberg, O'Connor, Williams, Miller) through treatments of the Civil Rights Movement, the New Left, and various manifestations of the Counter Culture (Eastern religions, the sexual revolution, communes, Afro-naturalism, Rowan and Martin's *Laugh-In*), especially the anti-War Movement and Black Protest movements, to whatever of the 1970s (belated Vietnam films, feminist impact, etc.) works for closure.

LIT 304 The Center Stage of Ethnic and Women's Writing (4 credits)

Women's, ethnic, and especially ethnic women's writing from the breakthroughs of Walker, Morrison, Hong Kingston, Bambara, Silko, Joan Chase, and Paule Marshall to the glory days of Erdrich, Naylor, Alvarez, Cisneros, Anzaldúa, Jen, Kogawa, Adrienne Kennedy, Suzan-Lori Parks, and—of course—Morrison again, along with their male dissenters and allies, such as Ishmael Reed, Charles Fuller, Tony Kushner, Charles Johnson, Chang-Rae Lee, Oscar Hijuelos, Richard Rodriguez, David Henry Hwang, Junot Diaz, and Ron Hansen.

LIT 305 The U.S. and the Contemporary Global Imagination (4 credits)

This course treats issues of the globe in the U.S. and the U.S. in the globe, as imagined in both Maximalist fiction of various orders (DeLillo, Wallace, Silko, Butler, Delaney, Chabron) and the auto-ethnographic and multicultural contact novel (Morrison, Lee, Cole, Díaz, Shteyngart, Adichie, Hoessini, Hamid, Beatty, Whitehead) centered in the multicultural U.S.--as well as whatever global anglophone writing (Sebald, Mitchell, Coetzee), the graphic novel (Speigelman, Satrapi, Sacco, Eisner, Bechdel, the Hernandez brothers), or serial television (*The Sopranos, The Wire, Breaking Bad*) works for a particular term.

LIT 306 Melodrama East and West (4 credits)

This course examines melodrama as a genre in literature and as a mode of representation in film and other media. In examining representative works the course pays attention to key issues in cultural theory, including: gender construction, class formation, racial recognition, and national identity-building. The course places equal emphasis on texts from US and Chinese cultures and uses a comparative method to explore the politics of cross-cultural representation in both societies, leading to a critical understanding of how China is represented in US melodrama, and vice-versa.

LIT 307 Digital Storytelling (4 credits)

This course introduces the theory, method, and practice of digital storytelling. Students will learn to analyze digital storytelling in various media forms and modes of production, and evaluate the cultural impact of new media narratives. They will explore digital storytelling affordances including text, video, audio, design, animation, and interactivity. Students will gain hands-on experience developing digital narratives and creating digital critiques. No specific digital media authoring experience is required.

LIT 308 American Icons (4 credits)

A study of the works and dramatized presence of any number of iconic figures on America's cultural stage, which varies each term according to the expertise of the instructor. The course could have a pre-Revolutionary focus, treating semi-mythic figures such as Bradford, Wild Bill Hickock, Pocohantas, Morton, Adams and Hamilton. It might look at mid-19th century such as Andrew Jackson, Sitting Bull, Abraham Lincoln, John Brown, Fanny Fern, Thomas Dartmouth Rice, "Little Eva," "Stagger Lee," and "John Henry." Or it will focus on more recent icons, from Teddy Roosevelt, Harry Houdini, Bessie Smith, Louis Armstrong, Duke Ellington, Valentino, and Mae West in the early decades to Billie Holiday, Frank Sinatra, and Judy Garland (to cite only the singers) at mid-century to Kennedy, Malcolm X, and Martin Luther King in the sixties (to cite only the politicos) or even Madonna, Tupac, Gaga, Beyoncé and Kendrick Lamar (back to the musicians). A study of the interplay among their arts, their celebrity personae, and their impact on ethnic, national, and international scenes.

Courses with Course Subject: Material Science (MATSCI)

MATSCI 201 Fundamentals of Materials Science (4 credits)

This is the introductory lecture class for sophomore students in Materials Science at Duke Kunshan University. This course is an introduction to topics fundamental to materials science: structure, bonding, and thermodynamics. Bonding is the foundation of structure, and the structure provides constraints on the thermo-dynamic properties of materials. These topics are intimately related and are required for a full understanding of materials' synthesis, fabrication, and processing.

Prerequisite(s): INTGSCI 102; or, CHEM 110 or 120, and PHYS 121

MATSCI 202 Mathematical Method for Materials Science (4 credits)

This course focuses on providing students with mathematical knowledge to understand structure-property relationship in materials. The course will be based on "Advanced Calculus for Applications", which is a textbook designed for undergraduate students with interests in materials science and engineering. Topics include: Number Systems and Algebra of Complex Numbers, Elementary Complex Functions, Analytic Functions, Complex Integrals, Taylor Series, Laurent Series, Differential Equations, etc.

Prerequisite(s): MATH 201

MATSCI 301 Materials Synthesis and Characterization (Lab) (4 credits)

This lab course is designed to expose student to synthesis and characterization methods commonly used in materials science. Solution based methods, chemical vapor deposition, solid-solid reaction, SEM, TEM, x-ray diffraction RAMAN, IR, and electrochemical characterization will be the topics with which students will have hands-on experience.

Prerequisite(s): MATSCI 201; MATH 201; and INGTGSCI 102 or PHYS 121

MATSCI 302 Electronic, Optical and Magnetic Properties of Materials (4 credits)

This course discusses the electronic, optical and magnetic properties of materials, and how the properties are related to their electronic and molecular structures. Specific examples of important materials will be discussed in the class, including materials for electronic devices, materials for electro-optical devices, optical fibers, solar cells and other devices. How the chemical composition and physical structure changes the properties at nanoscale will also be a major topic of discussion.

Prerequisite(s): MATSCI 201; MATH 201; and PHYS 121 or INTGSCI 102

MATSCI 303 Phase Transformations (4 credits)

The state of matter is dependent upon temperature, thermal history, and other variables. In this course the science of structural transitions is treated, with the purpose in mind of utilizing them for

producing materials with superior properties. The subjects covered include the methods of structural analysis, solidification, solid state transformation, and order-disorder transition.

Prerequisite(s): MATSCI 201; PHYS 302 or CHEM 301

MATSCI 401 Mechanical Properties of Materials (4 credits)

The course will discuss the origin of mechanical properties in materials, mostly solid-state materials. Topics will include: continuum elasticity and plasticity, slip geometry and dislocation theory, Strengthening mechanisms in metals and alloys, thermal effects, creep, fracture and fatigue etc. This course will include basic mechanisms and engineering analysis.

Prerequisite(s): MATSCI 201; MATH 201; and INGTGSCI 102 or PHYS 121

MATSCI 402 Introduction to Nanoscale Functional Materials (4 credits)

The main purpose of this course is to introduce students to key concepts underlying the design, properties and processing of nanoscale functional materials, and how they are employed in practical applications. Fundamental chemical and physical principles underlying the properties of electronic, dielectric and magnetic materials will be developed in the context of metals, semiconductors, insulators, crystals, glasses, polymers and ceramics. Miniaturization and the nanotechnology revolution confront materials science with limitations and opportunities; examples in which nanoscale materials are different from our macro world experience will be explored.

Prerequisite(s): PHYS 122; MATSCI 302

MATSCI 403 Quantum Physics for Materials Science (4 credits)

This course is designed to meet the changing quantum mechanics needs in such areas as solid-state research, quantum electronics, materials science, etc. The course will explain multiparticle Hamiltonians, potential wells and how they apply to electrons in solids (solid state physics) as well as the harmonic potential and applications in solid state. The physics about low dimensional structures such as quantum wells/2-dimensional materials, nanowires and quantum dots will also be discussed.

Prerequisite(s): PHYS 401

MATSCI 404 Polymers and Biomaterials (4 credits)

Polymer is one of the most widely used materials in our daily life, from the rubber tires to clothes, from photoresists in chip manufacturing to flexible electronics and smart sensors, from Scotch tapes to artificial tissues. This course teaches entry-level knowledge in polymer synthesis, characterization, thermodynamics, and structure-property relationship. Emphasis will be on understanding both chemical and physical aspects and polymer chain size/dimension that drive the molecular, microscopic and macroscopic structures and the resulting properties. We will discuss how to apply polymer designs to advance nanotechnology, electronics, energy and

biotechnology. Case studies include thermodynamics of block copolymer thin films and their applications in nanolithography, shape memory polymers, hydrogels, and elastomeric deformation and applications.

Prerequisite(s): MATSCI 201; CHEM 201; PHYS 302 or CHEM 301

Courses with Course Subject: Mathematics (MATH)

MATH 21 Introduction to Calculus I (4 credits)

Credit awarded on the basis of national/international examinations in mathematics such as College Board, International Baccalaureate, British Advanced Level.

MATH 22 Introduction to Calculus II (4 credits)

Credit awarded on the basis of national/international examinations in mathematics such as College Board, International Baccalaureate, British Advanced Level.

MATH 101 Introductory Calculus (4 credits)

This course offers an introduction to Calculus, a subject that is the foundation for a large part of modern mathematics and has countless applications across the sciences and beyond. The course covers the fundamental Calculus concepts (limits, continuity, differentiation, integration) and explores related applications. The treatment of these concepts assumes no prior knowledge of Calculus. Recommended for students who have not had a previous (high-school level) Calculus course. Students who have had such a Calculus course are recommended to take MATH 105 instead.

Prerequisite(s): Permission only

MATH 105 Calculus (4 credits)

Calculus is the foundation for a large part of modern mathematics and has countless applications across the sciences and beyond. This course covers the fundamental Calculus concepts (limits, continuity, differentiation, integration) and explores related applications. The treatment of these topics is rigorous and it involves basic principles of mathematical logic and epsilon-delta language.

Prerequisite(s): Recommended for students who have had a previous (high-school level) Calculus course. Not open to students who have credit for MATH 101.

MATH 201 Multivariable Calculus (4 credits)

Main topics of this course include vectors and vector functions, the geometry of higher dimensional Euclidean spaces, partial derivatives, multiple integrals, line integrals, vector fields, Green's Theorem, Stokes' Theorem and the Divergence Theorem.

Prerequisite(s): MATH 101 or 105

MATH 202 Linear Algebra (4 credits)

Systems of linear equations and elementary row operations, Euclidean n-space and subspaces, linear transformations and matrix representations, Gram-Schmidt orthogonalization process, determinants, eigenvectors and eigenvalues; applications.

Prerequisite(s): MATH101 or 105

MATH 205 Probability and Statistics (4 credits)

This course serves as an introduction to probability theory and statistics. It covers basic concepts of the probabilistic description of independent events, some types of probability distributions that frequently arise, some statistical measures used to characterize probability distributions, the central limit theorem, common types of processes and the distributions they generate, the statistics typically employed for testing the explanatory power of a model or hypothesis.

Prerequisite(s): MATH101 or 105

MATH 301 Advanced Introduction to Probability (4 credits)

Advanced introduction to basic, non-measure theoretic probability. Topics include random variables with discrete and continuous distributions. Independence, joint distributions, conditional distributions, generating functions, Bayes' formula, and Markov chains. Rigorous arguments are presented for the law of large numbers, central limit theorem, and Poisson limit theorems.

Prerequisite(s): MATH 201, MATH 202, and MATH 205

MATH 302 Numerical Analysis (4 credits)

Introductory course on numerical analysis. Topics include: Development of numerical techniques for accurate, efficient solution of problems in science, engineering, and mathematics through the use of computers. Linear systems, nonlinear equations, optimization, numerical integration, differential equations, simulation of dynamical systems, error analysis. Students are not allowed to take both MATH 302 and MATH 304 because of the content overlap. Students who are planning to major in Data Science should take MATH 304 instead, and those who have taken MATH 302 may not major in Data Science.

Prerequisite(s): MATH 201, MATH 202. Anti-requisite: MATH 304

MATH 303 ODE and Dynamical Systems (4 credits)

Theory of ordinary differential equations with some of the modern theory of dynamical systems. Topics include differential equations and linear systems of DEs, the general theory of nonlinear systems, the qualitative behavior of two-dimensional and higher-dimensional systems, and applications in various areas.

Prerequisite(s): MATH 201, MATH 202

MATH 304 Numerical Analysis and Optimization (4 credits)

This course covers Gaussian elimination, LU factorization, Cholesky decomposition, QR decomposition, Newton-Raphson method, binary search, convex function, convex set, gradient method, Newton method, Lagrange dual, KKT condition, interior point method, conjugate gradient method, random walk, and stochastic optimization. Students are not allowed to take both MATH 302 and MATH 304 because of the content overlap. Students who are planning to major in Applied Math and Computational Sciences should take MATH 302 instead, and those who have taken MATH 304 may not major in Applied Math and Computational Sciences.

Prerequisite(s): MATH 201; MATH 202; MATH 205; and COMPSCI 201 or COMPSCI 101 or STATS 102. Anti-requisite: MATH 302.

MATH 305 Advanced Linear Algebra (4 credits)

This course covers pseudo inverse, inner product, vector spaces and subspaces, orthogonality, linear transformations and operators, projections, matrix factorization, and singular value decomposition.

Prerequisite(s): MATH 201 and MATH 202; COMPSCI 201 or COMPSCI 101 or STATS 102 is recommended

MATH 306 Number Theory (4 credits)

Divisibility properties of integers, prime numbers, congruences, quadratic reciprocity, number-theoretic functions, simple continued fractions, rational approximations; contributions of Fermat, Euler, and Gauss.

Prerequisite(s): MATH 101 or 105, and MATH 205

MATH 307 Complex Variable (4 credits)

Introduction to analysis of functions of complex variables. Topics include complex numbers, analytic functions, complex integration, Taylor and Laurent series, theory of residues, argument and maximum principles, conformal mapping.

Prerequisite(s): MATH 201, MATH 202

MATH 308 Real Analysis (4 credits)

The course discusses the defining properties of the real numbers, the topology of the real line and its subsets, and a rigorous development of single variable Calculus including limits, sequences and series of numbers, continuity, differentiability, sequences and series of functions, the power series representation of functions, and the Riemann integral, culminating in the Fundamental Theorem of Calculus. This is an abstract mathematics course with a heavy emphasis on proofs and formal arguments rather than on computations. Even though not strictly required, it is strongly suggested that students take MATH 201 or MATH 202 before taking MATH 380.

Prerequisite(s): MATH 101 or MATH 105; MATH 205

MATH 316 Discrete Time Finance (4 credits)

This is an introductory course in mathematical models in finance, centered around the problem of pricing and hedging derivative securities. Due to the uncertainty inherent in the evolution of the stock market, the theory naturally involves probabilistic tools and structures such as conditioning, martingales and Markov processes. To focus on the main idea, we will work in discrete-time setting and a simple model so called binomial asset pricing model for most of the course. In addition, we will also discuss a foreign exchange model, an extension of the binomial model with a second currency and derives the Black-Scholes equation.

Prerequisite(s): MATH 101 or 105; and MATH 205 or Consent of the Instructor

MATH 401 Abstract Algebra (4 credits)

An introduction to the principles and concepts of abstract algebra. Abstract algebra studies the structure of sets with operations on them. The course studies three basic kinds of "sets with operations on them", called Groups, Rings, and Fields, with applications to number theory, the theory of equations, and geometry.

Prerequisite(s): MATH 202

MATH 403 Partial Differential Equations (4 credits)

Topics include heat, wave, and potential equations: scientific context, derivation, techniques of solution, and qualitative properties. Topics to include Fourier series and transforms, eigenvalue problems, maximum principles, Green's functions, and characteristics.

Prerequisite(s): MATH 303 and MATH 308

MATH 404 Stochastic Modeling & Computing (4 credits)

Focusing on stochastic process and stochastic simulations. Topics include discrete-time and continuous-time Markov chains, Poisson processes and renewal theory, branching processes, generating random numbers and variates, Monte Carlo simulation, statistical analysis of simulation results, variance reduction techniques, etc.

Prerequisite(s): MATH 205

MATH 405 Mathematics of Data Analysis and Machine Learning (4 credits)

Geometry of high dimensional data sets. Linear dimension reduction, principal component analysis, kernel methods. Nonlinear dimension reduction, manifold models. Graphs. Random walks on graphs, diffusions, page rank. Clustering, classification and regression in high- dimensions. Sparsity. Computational aspects, randomized algorithms. Students are not allowed to take both MATH 405 and STATS 302 because of the content overlap. Students who are planning to major in Data Science should take STATS 302 instead, and those who have taken MATH 405 may not major in Data Science.

Prerequisite(s): MATH 201, MATH 202, and MATH 205. Anti-requisite: STATS 302

MATH 406 Mathematical Modeling (4 credits)

Introduction to techniques used in the construction, analysis, and evaluation of mathematical models. Individual modeling projects in biology, chemistry, economics, engineering, medicine, or physics. Mathematical techniques such as nondimensionalization, perturbation analysis, and special solutions will be introduced to simplify the models and yield insight into the underlying problems.

Prerequisite(s): MATH 303 or Consent of the Instructor

MATH 408 Differential Geometry (4 credits)

A first course to differential geometry focusing on the study of curves and surfaces in 2- and 3-dimensional Euclidean space using the techniques of differential and integral calculus and linear algebra. Topics include curvature and torsion of curves, Frenet-Serret frames, global properties of closed curves, intrinsic and extrinsic properties of surface, Gaussian curvature and mean curvatures, geodesics, minimal surfaces, and the Gauss-Bonnet theorem.

Prerequisite(s): MATH 201, MATH 202

MATH 409 Topology (4 credits)

Elementary introduction to topology. Topics include surfaces, covering spaces, Euler characteristic, fundamental group, homology theory, exact sequences.

Prerequisite(s): MATH 202 or Consent of the Instructor

MATH 410 Modeling Biological Systems (4 credits)

Students will determine the topics covered in this research seminar on mathematical methods for modeling biological systems based on their own research interests. Students will review mathematical methods of differential equations and probability, and discuss how to use mathematical techniques in development of models in biology. The seminar is highly interactive and students are expected to contribute to presentations and class discussions on individual research projects. In the first weeks of the course each student will work with the instructor to agree upon a substantial final individual student modeling project that the student will develop over the course of the class.

Prerequisite(s): MATH 201, MATH 202, BIOL 110

MATH 450 Measure and Integration (4 credits)

Introduction to analysis of functions of real variables. Topics include Lebesgue measure and integration; L^p spaces; absolute continuity; abstract measure theory; Radon-Nikodym Theorem; connection with probability; Fourier series and integrals.

Prerequisite(s): MATH 308

Courses with Course Subject: Media and Arts (MEDIART)

MEDIART 101 Introduction to Media Studies and the Arts (4 credits)

Media Studies and the Arts explores the cultural significance of the media in the contemporary world. It is a cross-disciplinary field that draws on communication studies, art history, literature, sociology, psychology and philosophy, among others. Particular attention is paid to new media and digital media including those enabled by the technological revolution of the internet age.

MEDIART 103 Introduction to Moving Image Practice (4 credits)

Like any craft, making movies is something that takes time, study, and, more importantly, practice. Each film is a unique challenge. What works for one film may not work for another. This is what makes learning about filmmaking an ongoing process. This course includes reading, discussing, and studying of the fundamental elements of video production. Strongest emphasis is in the several short exercises to guide students towards a solid understanding of the building blocks of different types of video production. Student will learn to use digital video cameras and audio equipment, learn basic video editing, and create original work.

MEDIART 104 Introduction to Photography (4 credits)

An emphasis on how to see with the camera and ways of thinking about photographs. Class assignments accompanied by historical and theoretical readings, lectures, class discussions, and field trips. Course will use photography as a tool for exploring the local community. Learn digital techniques including camera function, Photoshop, ink-jet printing, audio capture and production of audio-visual slide shows. Discuss ethical issues that emerge as a result of digital photographic impermanence.

MEDIART 105 Introduction to Film Studies (4 credits)

This course is a wide-ranging introduction to the fascinating world of film and the cinema industry. Here we will look at the language and critical tools we use to understand and interpret films, while considering examples from a variety of geographical, historical, and theoretical backgrounds. Following a primarily historical trajectory, the course will allow students to develop an appreciation of cinema's role in visual culture throughout the 20th century up to our present day. Understanding how movies function, how they become meaningful for their audiences, and how this relationship between moving images and viewers has evolved during the past 120 years, contributes to our further enjoyment of cinema in its various manifestations. At the same time, this deeper appreciation and knowledge allows us to come to grips with the ways in which movies have had an impact on the broader construction of society and human culture to date.

MEDIART 106 The Visual Culture of News, Past and Present (4 credits)

Does news affect us differently if we watch it on YouTube, on PerezHilton.com or on The Daily Show, or if we read it on The New York Times or as a blog post? Do we feel that certain kinds of news-cultural, political, satirical-is more important, or more informative? How did these differences play out in earlier news formats, like periodicals, pamphlets, or almanacs? This class will explore the visual culture of news from Early Modernity to the present by examining the formats and media it has adopted, the ways it designs the page/pamphlet/screen, how it incorporates images, and the relationship of all of this to what the news reports. Our goals in this class are to collectively explore the relationship between text, image, design, and medium.

MEDIART 108 Love and Dreams on the Chinese Stage (2 credits)

From the fourth century BCE onwards, the device of the dream has allowed Chinese writers, performers and intellectuals to explore social transgression and other liminal states of being. We will examine dreams in wide array of texts from Zhuangzi to the plays of Tang Xianzu and Dream of the Red Chamber in order to understand core humanistic concerns such as love (qing) and the futility of earthly desire and ambition. With a focus on kunqu, students will engage with Chinese drama (original or in translation) both in recording and by visiting live performances.

MEDIART 109 Introduction to Visual Culture (4 credits)

This course offers an introduction to central themes in, and methodologies for, analyzing visual culture. Visual Culture is a transdisciplinary field of study that studies the (re)production, circulation, and reception of images as well as everyday practices of seeing and showing in contemporary culture. By focusing on the cultural and social roles of images, the course examines how images circulate through various media including art, design, advertising, video games, pop culture, and digital technologies. Exploring "ways of seeing" the visual culture, students will be able to critically read and understand the images and visuality we live with and within.

MEDIART 110 Audio Documentary & Storytelling (4 credits)

Audio Documentary & Storytelling will lead students to explore the history of audio, radio, podcast / streaming, history through documentary and different narrative approaches. We will learn about recording techniques and audio mixing on digital editing software for the production of audio documentaries for radio, streaming, and podcast. Through audio documentary work, students will be encouraged to explore topics such as cultural differences, history, science, social commentary and drama from journalistic, theatrical or personal perspectives. We will explore audio narrative both fictional and non-fictional, along with sound design and approaches to storytelling.The course will introduce radio greats from Orson Wells to modern-day radio podcasts such as Radiolab, and China watcher favorites such as Sinica. This course is an essential introduction to creating and establishing an evolving student-run podcast network, informing the world of China life through the lenses of DKU students.

MEDIART 111 Archive (4 credits)

It is a hands-on course that will lead to the creation of the DKU/Kunshan documentary archive. It will be led by a series of guest lectures, fieldtrips, and fieldwork. As a student of this class you will add to this archive through the act of curation, creation, and outreach. This course will answer the following questions: What is an archive? What is the power of the archive? Who decides what gets put in an archive? What gets left out? The guest lecturers are professionals with backgrounds in curation, archiving, dying and extinct languages, media and medium studies, documentary, and anthropology.

MEDIART 112 Race on Film (2 credits)

This course will provide students with analytic tools for approaching the topic of race on film from a variety of angles. These include issues of visibility, stereotyping, and whether a given film challenges conventions and adds to a larger cultural repertoire for representing race. In addition, it will examine the extent to which stories presumably told from a universal perspective in fact articulate the views of a majority culture, as well as how the facets of our own identities filter what we see on film. Students will hone writing skills and critical thinking, while participating in collegial discussions of a perennially controversial subject.

MEDIART 113 Exploring Music (2 credits)

Why does music affect our emotions so strongly? Why do we like (or not like) something we hear, and what do we like about it? During this course, we will try to answer these and other fascinating questions about music. We will review the basic structures of music and study several genres and styles, ranging from masterpieces of classical music to rock and EDM (Electronic Dance Music). We will also investigate the cultural conditions under which we listen. We will develop the understanding of those matters primarily though written commentary on the musical and scholarly material encountered. No prior musical knowledge is required.

MEDIART 114 Film Musicals and Musical Films (2 credits)

Movies are often discussed as a visual medium, with sound treated as an afterthought to the image. Musicals, however, invert this relationship, putting sound front and center. This course examines both the genre of film musicals and musicality in film more generally, asking how film sound and music contribute to (or detract from) narrative, spectacle, affect, and realism. We will discuss a wide range of historical examples, stretching from the 1930s to the present; films may include those from the United States, Brazil, France, Denmark, Japan, and China.

MEDIART 202 Ideas, Imagination, and Creativity (4 credits)

What is creativity? How is creativity related to the artistic process? How can I learn through practice to be more creative? This course first introduces students to major theories about creativity and

related fields of innovation and entrepreneurship. Students analyze examples of the creative process in the lives of key artists and creative practitioners. Finally, they also experiment with different creative strategies to help cultivate their own creativity.

MEDIART 203 Audio Documentary (4 credits)

Recording techniques and audio mixing on digital editing software for the production of audio documentaries for radio, the web, and podcast. Various approaches to audio documentary work, from the journalistic to the personal; use of fieldwork to explore cultural differences and histories of place. Stories told through audio focusing on a particular concern such as war and peace, death and dying, environmental change.

MEDIART 204 The Photographic Essay (4 credits)

This course teaches the language of photography through the study of classic and contemporary photographic essays and through the completion of assigned photographic essays by the students themselves. Students will learn to make, choose, sequence, and pace their own images for class discussion and for digital projection. During the term students will complete three assigned photographic essays of at least ten images each. Each essay will be on a particular theme or subject to be announced.

MEDIART 205 Digital Imaging (4 credits)

With the increasing use of digital media, visual communication is becoming more and more important. This course helps students to express themselves visually and introduces different techniques of Digital Imaging using Photoshop and Illustrator. The focus is not only on retouching and manipulating images, but also on using the computer as a medium to create art and communicate ideas. Digital painting, collages, vector graphics, special effects, matte painting, Photoshop for video and interaction with other media are some of the techniques covered. Photoshop and Illustrator used to introduce single and serial images for print and web output.

MEDIART 206 Computer Graphics (4 credits)

This course offers an overview and history of computer graphics as well as an introduction to key software technologies and concepts. These include: coordinate systems and geometric transforms; drawing routines, antialiasing, supersampling; 3D object representation, spatial data structures, constructive solid geometry; hidden-surface-removal algorithms, z-buffer, A-buffer; illumination and shading models, surface details, radiosity; achromatic light, color specification, colorimetry, different color models; graphics pipeline; animation, levels of detail.

Prerequisite(s): COMPSCI 201 or INFOSCI 201 or consent of the Instructor

MEDIART 207 Creative Writing and Elements of Story (4 credits)

Stories and storytelling surround us. They have existed since pre-history and continue to fill an essential place in our lives. What goes into telling a story? This is a beginning creative writing course that focuses on igniting the sparks for ideas and shaping ideas into a story. We will emphasize the hands-on exploration of sources for inspiration, idea-formation, building ideas, work-shopping and refining them to form them into a script. We will study the fundamentals of story, structure, character development, genre, building scenes, dialogue, and how to utilize them to write a script for media output including the screen, a podcast, and the stage.

MEDIART 208 Comparative Media Systems and Chinese Mass Media (4 credits)

In a globalized media world that is bringing people together, countries still maintain their own media systems. These systems are closely tied to government types, economic structures and culture norms and standards. What are the differences and similarities between the world's different media systems? How does contemporary technology change the way that media systems function? How do countries with different media systems work with each other to disseminate information? The Chinese have played a pivotal role in the dissemination of information to its citizens over time. Currently, the Chinese read and watch news at a higher rate than any other country in the world. This course will explore the evolution of mass media and communication in China over time.

MEDIART 210 Media and Arts Practicum (4 credits)

For students of media, it is vital to have some skills in media production or art practice. This course will introduce students to some practical aspects of media and the arts. These might include: creative camera control and lighting; how to code a web page; how to write a news story; how to make a documentary, how to do interviews, how to edit media; cultivation of skills in theater, music or art, among others. An emphasis is placed on understanding and experimenting with contemporary technologies that enable digital communications.

MEDIART 211 Media, Arts, and Critical Theory (4 credits)

The course explores key issues in the study of digital media from its beginning to very recent theoretical developments. Central themes of the course generally include: immediacy/hypermediacy, interactivity, cybernetics, im/materiality of media, network, posthumanism, biomedia, ubiquitous computing, and the recent hype in the independent media industry. Building upon theoretical works that range across a host of disciplines, including literary studies, communication studies, film and media, philosophy, and science studies, the course proposes the development of a critical analytical framework for approaching new media practices and theories. The goal is to analyze what makes new media "new" by comparing them with earlier media practices, as well as to understand how the interactions among digital technologies, practices, and theories influence emerging and changing spheres of our society. The seminar also examines

different forms of visual art and literature that lead and reflect the sociocultural paradigm shifts of digital technologies.

MEDIART 212 Editing for Film and Video (4 credits)

Two questions a film editor must always ask are: What shot comes next? And, why this shot and not that? In this course, students explore answers for these questions by studying and editing different genres, styles, and forms of film and video. The goal is achieved through expanding students' understanding of editing as both a viewer *and* as a working editor. To that end, in addition to classroom discussion, readings, and screenings of feature films and excerpts, students will complete several editing projects on digital video. These projects are designed to provide both real-world challenges to solve as well as opportunities to experiment. Knowledge of a video editing program is not necessary at the beginning of the class; by the end you should be extremely comfortable with Adobe Premiere Pro.

MEDIART 215 Documenting City Life (2 credits)

This course combines the disciplinary practices of history, ethnography, media studies, and literature to explore life in the modern city. Through a combination of writing, photography, and film-making, students will explore and document modern city life. Students will study the techniques of writers, photographers, poets, and filmmakers from different eras and cities such as Tokyo, Beijing, Shanghai, Paris, London, Berlin, Hong Kong, Taipei, and New York. They will then practice the methods they have learned, creating a portfolio that includes writing, video-making, and photography to document and analyze changes over time in the life of a big city of their choice in China.

MEDIART 216 Performance, Embodiment and Cultural Memory (4 credits)

What distinguishes performance from behaviour? From Shamanic practices to national theatres; ritual and pageantry to the performance of everyday life, this course invites students to read gesture, habit and the movement of bodies in space as texts laden with meaning. Students examine different forms of performance in local, global and intercultural contexts to reassess the relationship between body, mind and society and to examine how embodied actions can create meaning, reinforce or challenge power structures and transmit cultural memory.

MEDIART 217 Ancient and Imperial Chinese Art (4 credits)

This survey course covers art in a variety of contexts from the foundations of Chinese civilization until the end of the imperial period in 1912 including tomb artefacts, religious images and statuary, court art, crafted objects and the painting and calligraphy of the literati. A number of themes may be addressed, such as the cross-cultural transmission of ornamentation and iconography, the ideal of scholar-amateur, the skills and techniques of the professional artisan and the connoisseurship and circulation of fine objects.

MEDIART 218 Music and Cinema (4 credits)

Soundtracks, in their interaction with images, are decisive in shaping the narrative of movies. In this course, we will explore uses and functions of music and sound in film, with particular attention to the human voice. We will watch and analyze a wide range of movies and engage with the main aspects of the theory of film sound and its concepts. No prior musical knowledge is required. You will gain a better understanding of how sound helps determining the expressive messages of films. You will also learn to discern different styles and usages of sound in connection with images, and to write about these matters using specific terminology.

MEDIART 301 Experimental Filmmaking (4 credits)

This course engages with poetic and experimental image-making, utilizing techniques that trace a historical trajectory from celluloid to digital. Students are exposed to exploration of cinematographic principles and cameraless experiments. Teaching methods include lectures, discussion, readings and screenings focusing on avant-garde film and digital traditions. Students are required to produce final projects deriving or departing from course materials.

MEDIART 302 Contemporary Documentary Film (4 credits)

Our subject is the art, content, technology, and life of documentary film. We will study contemporary filmmaking approaches that fall under broad categorization of "documentary," and show how documentary filmmakers choose and interpret their subjects, themes, and points of view. We will analyze the form, technique, and impact of documentary filmmaking. In the process of considering issues of autonomy and power, politics and public policy, we will begin to define the role of documentary art in public dialogue. Although this course does not include instruction in film production, you may well be encouraged to try your hand at documentary filmmaking. In addition to class lectures and screenings, the course may feature guest filmmakers who will introduce their films and follow the screenings with question and answer sessions.

MEDIART 303 Documentary Photography and the Cultural Landscape (4 credits)

Emphasis on the tradition and practice of documentary photography as a way of seeing and interpreting cultural life. The techniques of color and black-and-white photography - exposure, development, and printing - diverse ways of representing the cultural landscape of the region through photographic imagery. Issues such as objectivity, clarity, politics, memory, autobiography, and local culture play in the making and dissemination of photographs. The course will simultaneously consider image content, representations place, landscape, and culture through documentary image.

MEDIART 304 The On-Going Moment: Presentations of Time in Still and Moving Images (4 credits)

Project-driven studio course exploring time through video and still photography. Management, presentation and trace of time discussed in relation to various forms of art, augmented by examination of concepts of duration, aura, silence and thought as they pertain to still and moving images. Individual and group projects investigate various manifestations of stillness and movement in video and photography, with and without sound. Slices of time in both media examined for their properties of continuity, discontinuity and fissure, with emphasis on rendering meaning in and through time and space.

Prerequisite(s): Consent of the instructor is required

MEDIART 305 Producing Docu-Fiction (4 credits)

This course investigates hybrid, genre-defying films that question traditional definitions of documentary and fiction. Emphasis on experimental forms, documentary reenactment, mockumentary and dramatized "true stories." Students utilize both documentary and fiction production techniques, culminating in the production of a final video project.

MEDIART 306 Foundations of Interactive Game Design (4 credits)

Surveys history, technology, narrative, ethics, and design of interactive computer games. Games as systems of rules, games of emergence and progression, state machines. Game flow, games as systems of pleasure, goals, rewards, reinforcement schedules, fictional and narrative elements of game worlds. Students work in teams to develop novel game-design storyboards and stand-alone games. Exploration of the interplay between narrative, graphics, rule systems, and artificial intelligence in the creation of interactive games. Programming experience not required.

MEDIART 307 International Communication (4 credits)

This course will examine the global effects of media, the flow of information, the controls countries impose on communication systems and the effects of Western dominance on world media systems. The course will introduce students to the key theories, concepts, and practices in the broadly defined international communication. Students will examine the giant media companies around the world and discuss the impact of ownership on media messages. The course will look at how advertising, music and news programs affect more than their intended audiences, and look at how technology is changing the global media picture.

MEDIART 310 Screenwriting (4 credits)

This course introduces students to theory and practice of the process of writing for the screen. We explore visual storytelling and analysis of screenplays and movies in order to develop original stories into screenplay format. Students will learn to recognize and understand proper screenplay format and structure, understand how screenplay writing is a unique style of writing and why, understand character development and power relationships, and have a better understanding of

the business of screenwriting. Through the actual writing of a feature length script, students gain hands-on practice on writing and presenting treatments, outlines, scenes, story planning, character development, communicating information, relationships between script and cinematic dimensions, as well as working with studios and editors.

MEDIART 311 Cinematography (4 credits)

Practice based investigation of cinematographic principles and visual storytelling techniques in motion picture production. Professional practice is informed and contextualized by screenings, readings, workshops, and in and out of class exercises towards the creation of original work in the context of the history of cinematography. Working with both film and video, students learn and apply fundamental techniques of composition, exposure, frame rate, focus pulling, point of view, camera placement and movement, lighting, and framing people and objects.

MEDIART 312 Graphic Design in Motion (4 credits)

Motion Design is the creation of animated graphics using graphic design, typography, advertising, photography, animation sound and filmmaking. Students learn the latest technology such as After Effects and 3D softwares but it is the creative intent that motivates the acquisition of technical capabilities. We will learn how to work collaboratively with other students with different skill sets. Emphasis will be on design, conceptualization and the ability to communicate ideas. The course enables students to learn the language and principles of graphic design, to develop a method for solving design problems, to communicate ideas effectively and to create professional quality motion design such as title sequences, logo animation, news reel, that can be integrated into film, life performance or web, using the latest technology combining softwares like After Effects, editing software (Premier or Final Cut Pro) and 3D software, and by creating style frames and storyboards. Familiarity with Photoshop and Illustrator is helpful but not required.

Prerequisite(s): Consent of the instructor is required

MEDIART 313 Sports Documentary (4 credits)

Sports documentaries have a long legacy of excellent storytelling that is used to discuss deep rooted social problems by adding emotional and dramatic power. This class will examine themes ranging from climate change, identity, domestic abuse, institutional cover ups, and systemic racism, to the intersection of sports, crime, and politics. We will discuss the mechanisms used in sports documentary storytelling to explore different traditions in documentary filmmaking as a whole. Screenings and readings will reinforce practice exercises towards the production of your own documentary.

MEDIART 390 Junior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Media and Arts. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the

ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

MEDIART 405 The Curatorial: Theory and Practice (4 credits)

Is everyone a curator? The etymological meaning of to curate – to take care of – has become, with the ever-expanding meaning of art and exhibition making, both central to and contested by practitioners who carefully conceptualize, comment, organize, and show art. In this course, we ask fundamental questions of what curation does and should do. We will: 1. look at different theories of curation, illustrated by exemplary exhibitions across the world, 2. learn about curation in its multifaceted practicalities, 3. critically assess new trends in curation and artistic practices at large, 4. have opportunity to curate art exhibitions and/or cultural events on campus.

Prerequisite: Consent of the Instructor

MEDIART 490 Senior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Media and Arts. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

Courses with Course Subject: Military Science (MILITSCI)

These credits cannot be counted toward the 136 credit requirement, but they may be counted toward the additional credit requirements for students from the Chinese mainland, Hong Kong, Macau, and Taiwan. (See section on Credits Required for Degrees in Part 3.)

MILITSCI 101: Military Theory (2 credits)

A lecture course in the field of national defenses and security that includes the national defenses and security of China, international strategic environment, modernized and high-tech equipment, and military thinking.

MILITSCI 102: Military Skills Practice (2 credits)

A physical practice course which includes formation training, common regulations for military study, physical training, combat training, tactical training, marching, orienteering, mapping, and first aid training. Closed by a military parade.

Courses with Course Subject: Music (MUSIC)

MUSIC 20 Introduction to Music Theory (Beginning) (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Music.

MUSIC 115 Chorale (2 credits, CR/NC grading)

Singing is a beautiful way to relax and express your feeling. Chorale singing is much more fantastic and powerful than solo singing. This course will form a Duke Kunshan University Choir, and encourage the students to explore the essence of chorale. The students will be assigned in different vocal parts according to their voice range and timbre, but sing together as a whole. Students are required to join the classes /rehearsals once a week, then will get a chance to perform at the end of the term. Besides that, our DKU Choir will be invited to perform at various venues in Kunshan and Shanghai City for some special events occasionally. This course will invite choreographers to coach the students if the repertoire requires some body movements. This course may be repeated for credit.

Prerequisite: Consent of the Instructor

MUSIC 210 Chamber Ensemble (2 credits, CR/NC grading)

Music is said to be the universal language. This course is designed for students to utilize their knowledge of this language to further their understanding of this performing art and gain a deeper insight into group performance. Students will explore new or old repertoire with fellow musicians during the course of the term under the guidance of the instructor, and will perform in various venues around Kunshan and Shanghai area. Students are required to join weekly rehearsals with assigned groups and all groups will perform in a concert at the end of the term. This course will also invite guest musicians as coaches to help each individual group. Previous experience in learning and performing a musical instrument is recommended. This course may be repeated for credit.

Prerequisite: Consent of the Instructor

Courses with Course Subject: Neuroscience (NEUROSCI)

NEUROSCI 102 Biological Basis of Behavior (4 credits)

An introduction to the methods, models, and reasoning that have led to discoveries about brain-behavior relations, and a critical evaluation of the current theories that guide our thinking about the neurobiology, development and evolution of sensory and cognitive processes, sleep, pain, emotion, hunger, and thirst as well as maternal and sexual behavior patterns.

NEUROSCI 202 Medical Neuroscience (4 credits)

Examines the functional organization and neurophysiology of the human central nervous system, with a neurobiological framework for understanding human behavior. Students learn the anatomy and function of neural systems in the brain and spinal cord that mediate sensation, motivate bodily action, and integrate sensorimotor signals with memory, emotion, and related cognitive faculties. Provides the foundation for neurological sciences, including understanding the impairments of sensation, action, and cognition that accompany injury, disease, or dysfunction in the human central nervous system.

NEUROSCI 212 Cognitive Neuroscience (4 credits)

The biological bases of higher brain function, including perception, attention, memory, language, emotion, executive functions and consciousness. Emphasis on human brain function at the macroscopic network-level, and the current theories and controversies in this rapidly growing field.

Prerequisite(s): PSYCH 101 or NEUROSCI 102

NEUROSCI 301 Research Methods in Neuroscience (4 credits)

Explore the wide spectrum of methods commonly used in the field of neuroscience, ranging from molecular/genetic to electrophysiology and whole brain imaging. Multiple units of this team-based learning course will include interaction with a scientist currently practicing the technique.

Prerequisite(s): NEUROSCI 102

Courses with Course Subject: Philosophy (PHIL)

PHIL 101 Introduction to Western Philosophy (4 credits)

This course focuses on the origins of the European philosophical tradition, with an emphasis on metaphysics, theory of knowledge, ethics and politics. The course reads primary texts of Plato, Aristotle, Lucretius and Epicurus and other key western thinkers in English translation. The course examines the significance of these key approaches to philosophy in the later development of the European philosophical tradition, and considers their relevance for the contemporary global context.

PHIL 102 Introduction to Classical Chinese Philosophy (4 credits)

This course introduces the foundations of Chinese thought with a focus on the Warring States period (475-221 B.C.E.), a period in which schools of thought like Confucianism, Mohism, and Daoism originally flourished. Students will read selections from the most famous classical Chinese philosophy texts in English translation. The course emphasizes close reading of texts, with a view to understanding their key concepts and issues, as well as forms of argumentation. In so doing, students will think through the key questions that animated intense debate between key schools of philosophy, and examine how these key debates have influenced the development of Chinese culture right through to the present day.

PHIL 103 Chinese and Mediterranean Philosophy (4 credits)

The early Mediterranean civilizations (Mesopotamia, Egypt, Greece, Rome) and dynastic China have been profoundly influential in the development of world civilizations, and in how human civilization is conceived. How do they compare in their traditions of thought about how one ought to live, theories of government and governance, and methods and aims in study of the natural world? This course offers a basic introduction to early Chinese and Western thought through examination of selected primary texts in English translation. As well as analyzing these approaches to philosophy in their historical and cultural context, the course debates their continuing relevance in a global context.

PHIL 105 History of Modern European Philosophy (4 credits)

Modern European philosophy centers on the theories of knowledge, morality and metaphysics of key thinkers of the 17th- and 18th-centuries, notably Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant**.** Together, these thinkers brought to birth a distinctively European approach to humanism, in dialog with science and reason, that has resonated powerfully across the world. This course examines their key arguments by reading selected primary texts, and debates their continued relevance in the contemporary world.

PHIL 106 Global Philosophy (4 credits)

The Global Philosophy course offers a gateway for students to critically engage with the diverse philosophical traditions that inform the making of the increasingly pluralistic modern world. The aim of the course is to cultivate deep appreciation of diversity and to help students develop a culturally sensible map of the world's philosophical traditions that will help them deal with the compelling challenges in this multicultural age.

PHIL 107 What's the Right Thing to Do? Ethics and Justice in the Modern World (4 credits)

This course examines classical and contemporary theories of justice in Western philosophical ethics and applies them to modern dilemmas that have dominated political and cultural conflict in the modern West. These topics include questions of economic justice in relation to capitalism and communism; the question of human rights as a supreme and universal value that cuts across all social and cultural contexts; the profound challenges of slavery, colonialism and racial justice that haunt American politics in the present day; the continuing quest for gender equality; and contemporary issues of gender politics including same-sex marriage and the recognition of transgender and nonbinary identities.

PHIL 108 Philosophy and Ethics of Artificial Intelligence (2 credits)

Recent progress in Artificial Intelligence, via machine learning techniques that leverage big data, has made breakthroughs in a variety of domains. While some believe AI is still nothing but a tool, others believe we are on the verge of a technological singularity – the invention of an artificial superintelligence that will trigger exponential technological advancement that will change humanity in unpredictable ways. In this course we will begin with philosophical reflection on the nature of AI and then consider ethical issues that lie on a spectrum from highly speculative projections regarding the future of AI to highly practical issues that are being generated by actual AI applications being deployed today: internet usage, profiling, and autonomous vehicles among others.

PHIL 109 Philosophy through Computer Science (2 credits)

In this class we will explore several classic philosophical issues by learning how to program in Python. This is made possible by the close affinity that is shared between a number of computational concepts and their philosophical counterparts. For example, the concept of recursion can help us think about the existence of God by way of infinity. Completing this class will give you rudimentary Python programming skills and the ability to critically engage several philosophical issues. The ideal student will have an interest in both disciplines but have no prior knowledge of either.

PHIL 110 Philosophy and Sport (2 credits)

Philosophical questions arise frequently in sporting contexts, and pursuing those questions can be profitable in both directions: on the one hand, emerging issues in sport often require philosophical engagement in order to make progress on a question of practical importance, while on the other hand, reexamining and deploying concepts and theories in the sporting context can helpfully reshape our thinking. The pivotal concepts at the core of this course are fairness and exploitation. We'll examine these concepts through a combination of great works in the history of philosophy, contemporary work in analytic philosophy, and recent sporting controversies

PHIL 111 Non-Human Animal Ethics (2 credits)

This course examines the morality of our treatment of nonhuman animals. We will start by considering the cognitive and emotional capacities of some nonhuman animals. After that, the course will be divided into 3 units. Unit 1 will cover ethical questions surrounding the use of animals for food. Unit 2, on animal companionship, will consider what moral responsibilities we have to our animal companions, and how they compare to the responsibilities we have towards our human friends. Finally, Unit 3, on animal captivity, will address moral issues associated with the human practice of using animals for the purpose of entertainment.

PHIL 112 Thinking and Doing (2 credits)

When doing philosophy we think about the world and about ourselves in it. This includes our thoughts about the world as well as our actions and interactions with it and one another. In this course, we will consider related foundational philosophical contributions on the nature of human thought, action, and their connection. In doing so we will attend closely to key elements of the practice of philosophical thinking and writing, including standards of logical argumentation and of academic philosophical writing. We will dedicate ourselves particularly to developing and honing our own philosophical writing skills in accordance with these standards.

PHIL 202 Problems in Philosophy of Science (4 credits)

This course examines the principal philosophical problems of scientific practice with a view to explaining what science is and how it works. Students will learn how science may be distinguished from pseudo-science, how and why scientific theories change, and whether science can ever give us a fully accurate description of reality. The course focuses on what constitutes scientific explanation, how experimentation can confirm or deny scientific hypotheses, and the contrast between instrumentalist and realist conceptions of scientific theory. The course also examines the notion of scientific laws, and how these concepts may be challenged by the question of indeterminism that emerges in post-classical science.

PHIL 204 Theory of Knowledge (4 credits)

Do we know anything at all? If we do, how do we know it? How does knowledge differ from opinion and belief? Perception is a major avenue to knowledge, but what is it and under what conditions can we trust it? Our perceptions are influenced by what we already believe about the world. Does this make our perceptions untrustworthy since our beliefs can often be wrong? These related set of questions, collectively understood as the basic problems of epistemology, have challenged thinkers across the world and over centuries. This course examines a variety of ancient and modern approaches to these questions.

PHIL 205 Logic (4 credits)

Logic is the study of the conditions of good reasoning and clear communication. Logic is an indispensable tool for an indispensable feature of human life: entertaining, assessing and crafting arguments. This course is designed to equip students with some basic skills in distinguishing good arguments from bad ones by introducing them to formal systems of logic and rules of reasoning. The goals of this course focus on reaching proficiency in particular skills in deductive and inductive logic, largely through practicing their application. The skills cultivated in this class have a broad relevance to critical thinking generally, and so students will leave this course with preparation to extend principles of critical thinking into many domains, both academic and not.

PHIL 206 Climate Change Ethics (2 credits)

Climate change has come into focus as a defining problem of the 21st century, but the challenges it presents are not limited to the arenas of engineering, science, and economics. Climate change also represents a challenge for some of our key moral concepts, for our understanding of moral theory, and for our ability to enact morally sensible collective policies and construct morally responsible individual lives. This course will explore ethical dimensions of climate change, including questions concerning moral responsibility for climate woes, possible responses to problematic climate effects, and the implications of climate change for environmental ethics more generally.

PHIL 301 Philosophy of Mind (4 credits)

This course is an introduction to the basic questions about mind: What is consciousness? Is the mind really like a computer or something quite different? Can thoughts, perceptions, feelings and intentions be explained in terms of events and processes in the brain and nervous system? How do we know there are minds other than our own? Although philosophers across the world have considered these questions for many centuries, the contemporary study of mind is heavily dependent on more recent scientific discoveries in cognitive psychology, neuroscience and computer science. The course demonstrates how philosophy has rapidly developed through engagement with these sciences.

PHIL 311 The Political and Social Thought of Hannah Arendt (4 credits)

Hannah Arendt is one of the most important 20th century western political thinker. Although her work covered a wide range of subjects, her foremost concern was politics and society. This course aims to familiarize students with the political and social thought of Hannah Arendt, so that they may use her ideas to understand and address the 21st century's pressing problems. We will read from her seminal works, as well as secondary scholarship, in order to understand Arendt's key concepts – which could include thoughtlessness, the banality of evil, totalitarianism, the political, statelessness, revolution, power, authority, and labor and work. We will then apply these concepts to some of today's pressing social and political problems.

Courses with Course Subject: Physics (PHYS)

PHYS 25 Introduction to Mechanics (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Physics C: Mechanics

PHYS 26 Introduction to Electricity and Magnetism (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Physics C: Electricity and Magnetism

PHYS 101 Frontiers of 21st Century Physics (4 credits)

Frontiers of 21st Century Physics explore the major subdisciplines of modern physics and their (potential) applications in industry/research. Students learn why society invests so much in physics and what it gets in return, from the origins of electronic devices and novel materials tackling the energy crisis to the large-scale structure of our universe. Students will build up an understanding that modern technologies are developed based on physics, i.e., application of laser in autopilot, magnetic levitation, etc. This course serves as an introductory course to freshman students to give them a taste of modern physics and to inspire their interest in physics.

PHYS 105 The Science of Asian Sound (4 credits)

This course is an introduction to acoustics, sound, and music. Participants will learn about wave theory, spectral analysis, and the mathematical and scientific basis for music scales, timbre, pitch perception, and harmonics. Vibration sources, resonant chambers, and wave amplification will be discussed. Special attention will be given to waves on strings and waves in pipes, and approximations and corrections to physical systems. Concrete examples will be drawn from Asian instruments and music, with particular attention to the Guqin, Guzheng, Erhu, Dizi, and instruments and vocalists of Chinese opera.

PHYS 121 Integrated Science – Physics (4 credits)

This course is about how to view the world from the perspective of classical mechanics, based on an understanding of the core concepts and theoretical laws. As a science foundation course, it helps students appreciate the elegant simplicity of the universal laws governing the complex systems surrounding us, and it teaches an important approach to identifying, formulating, and solving problems encountered in the physical world. The course begins with the core concepts of classical mechanics − time, space, mass, force, work, energy, momentum − and the physical laws that link them with each other. Students first learn Newton's laws and the universal law of gravitation as they apply to point mass systems. Subsequently, basic concepts of oscillation and waves, rigid body motion, fluid mechanics, thermodynamics and statistical mechanics are introduced, illustrated with real-life examples (e.g., physics of cooking, biosphere as a thermal engine) to help students integrate

different science foundation courses by themselves. While no previous knowledge of physics is required, some background is advantageous. Not open to students who have credits for both INTGSCI 101 and 102.

Prerequisite(s): MATH 101 or 105. Not open to students who have credits for both INTGSCI 101 and 102.

PHYS 122 General Physics II: Electricity, Magnetism and Light (4 credits)

This course is the second of a series of two general physics courses that are highly interactive and illustrated with applications from different perspective of sciences and everyday life. Core topics: electric fields, circuits, magnetic fields, Faraday's law, Maxwell's equations, electromagnetic waves, properties of light, geometric optics, wave optics. Additional possible topics: optical instrumentation, quantum physics, selected applications.

Prerequisite(s): INTGSCI 102 or PHYS 121

PHYS 134 Introductory Astronomy (4 credits)

How observation and scientific insights can be used to discover properties of the universe. Topics include an appreciation of the night sky, properties of light and matter, the solar system, how stars evolve and die, the Milky Way and other galaxies, the evolution of the universe from a hot Big Bang, exotic objects like black holes, and the possibility for extraterrestrial life. High-school-level knowledge of algebra and geometry is required.

Prerequisite(s): High-school-level knowledge of algebra and geometry

PHYS 201 Optics and Modern Physics (4 credits)

Introductory treatments of special relativity and quantum mechanics. Topics include: wave mechanics and interference; relativistic kinematics, energy and momentum; the Schrodinger equation and its interpretation; quantum particles in one-dimension; spin; fermions and bosons; the hydrogen spectrum. Applications to crystallography, semiconductors, atomic physics and optics, particle physics, and cosmology.

Prerequisite(s): MATH 201; PHYS 122

PHYS 301 Classical Mechanics (4 credits)

Newtonian mechanics at the intermediate level, Lagrangian mechanics, linear oscillations, chaos, dynamics of continuous media, motion in non-inertial reference frames.

Prerequisite(s): MATH 201; MATH 202; PHYS 122

PHYS 302 Thermal and Statistical Physics (4 credits)

This course focuses on the basics of equilibrium thermodynamics and introduces the concepts of temperature, internal energy, and entropy using ideal gases and ideal paramagnets as models. The chemical potential is defined and the three thermodynamic potentials are discussed with use of Legendre transforms. It will also cover topics including the power of thermodynamics in gases and condensed matter, phase transitions, probability theory, and quantum statistics.

Prerequisite(s): PHYS 201

PHYS 303 Introduction to Biophysics (4 credits)

The application of physics theory and experimental techniques to biological systems can be used to answer complex questions. The biological systems examined can range in scale from single molecules, to organelles, cells, tissues and whole organisms and the types of physics applied can include chemical, mechanical, electrical and others. Students will be introduced to physical descriptions of a wide range of phenomena, from molecular and cell mechanisms to the function of the human brain. An additional introductory overview of frontiers in photobiophysics, neurophysics, bioinformatics and synchrotron-based biological spectroscopy will help students to broaden their views.

Prerequisite(s): INTGSCI 102; or INTGSCI 101 and BIOL 110; or BIOL 110 and PHYS 121

PHYS 304 Electricity and Magnetism (4 credits)

Electrostatic fields and potentials, boundary value problems, magnetic induction, energy in electromagnetic fields, Maxwell's equations, introduction to electromagnetic radiation.

Prerequisite(s): MATH 202

PHYS 310 Physics of Particulate Materials

Particulate materials, broadly defined as agglomerates of macroscopic particles, are ubiquitous in nature, across industries (pharmaceutics, chemical engineering, geotechnical, etc.) and in our daily lives. You can see them in everything from sand grains on the beach to catalyst particles in chemical reactors and from airborne pollution particles to ice balls forming Saturn's rings. Starting from a physics perspective, this course builds the foundation for widespread applications of particulate materials. It covers topics including particle-particle and particle-fluid interactions, agglomeration processes, statics and dynamics of granular materials. Students work on specific projects that equip them with essential experimental and/or numerical tools to explore these applications of particulate materials and that prepare them for advanced academic and applied fields of study.

Prerequisite(s): PHYS 122, MATH 201

PHYS 401 Quantum Mechanics (4 credits)

Introduction to the non-relativistic quantum description of matter. Topics include experimental foundations, wave-particle duality, Schrodinger wave equation, interpretation of the wave function, the state vector, Hilbert space, Dirac notation, Heisenberg uncertainty principle, one-dimensional quantum problems, tunneling, the harmonic oscillator, three-dimensional quantum problems, angular momentum, the hydrogen atom, spin, angular momentum addition, identical particles, elementary perturbation theory, fine/hyperfine structure of hydrogen, dynamics of two-level systems, and applications to atoms, molecules, and other systems.

Prerequisite(s): PHYS 201; MATH 202; and PHYS 301 is encouraged

PHYS 402 Solid State and Soft Matter Physics (4 credits)

This course is intended to provide an introduction to the physics of solids and soft materials. It will discuss topics including properties of static (crystal structure) and dynamic (lattice vibrations) arrangements of atoms; electrons in solids; key features in metals, insulators and semiconductors; semiconductor devices; structure and assembly of a variety of soft materials including liquid crystals, polymers, colloidal systems and surfactants; special properties of materials in nanoscale; etc.

Prerequisite(s): PHYS 401

PHYS 403 Introduction to Nuclear and Particle Physics (4 credits)

Introductory survey course on nuclear and particle physics. Phenomenology and experimental foundations of nuclear and particle physics; fundamental forces and particles, composites. Interaction of particles with matter and detectors. SU(2), SU(3), models of mesons and baryons. Weak interactions and neutrino physics. Lepton-nucleon scattering, form factors and structure functions. QCD, gluon field and color. W and Z fields, electro-weak unification, the CKM matrix, Nucleon-nucleon interactions, properties of nuclei, single and collective particle models. Electromagnetic and hadronic interactions with nuclei. Nuclear reactions and nuclear structure, nuclear astrophysics. Relativistic heavy ion collisions.

Prerequisite(s): PHYS 401

PHYS 404 Nonlinear Dynamics (4 credits)

Introduction to the study of temporal patterns in nonequilibrium systems. Theoretical, computational, and experimental insights used to explain phase space, bifurcations, stability theory, universality, attractors, fractals, chaos, and time-series analysis. Each student carries out an individual research project on a topic in nonlinear dynamics and gives a formal presentation of the results.

Prerequisite(s): MATH 202 and PHYS 122

PHYS 405 Advanced Physics Laboratory and Seminar (4 credits)

Experiments involving the fields of electricity, magnetism, heat, optics, and modern physics. Written and oral presentations of results. Instructor consent required.

Prerequisite(s): Consent of the instructor is required

PHYS 406 Advanced Biophysics (4 credits)

Builds on and extends the core concepts introduced in Introduction to Biophysics. Advanced topics and recent developments in biophysics.

Prerequisite(s): PHYS 302 and 303

Courses with Course Subject: Physical Education (PHYSEDU)

Each activity course listed below is graded on a Credit/No credit basis. The maximum amount of credit that counts toward the 136 credit requirement is two credits, but additional courses may be taken without credit toward this number. (See section on Credits Required for Degrees in Part 3.) Students may repeat activity courses.

PHYSEDU 101 Basketball (0.5 credit)

This course is designed to develop fundamental basketball skills of beginner students, and enhance the skills of those students with some basketball background.

PHYSEDU 102 Softball (0.5 credit)

This course introduces students the rules and emphasizes the development of fundamental skills and strategies for playing softball.

PHYSEDU 103 Volleyball (0.5 credit)

This is an introductory course teaching the fundamentals of volleyball including passing, serving, setting and spiking. Students will learn rules, court strategy, and significant emphasis will be placed on total fitness and recreational skills.

PHYSEDU 104 Fencing (0.5 credit)

This course is intended to provide students with the fundamentals of fencing, including footwork, bladework, bouting and refereeing. It will allow students to develop the ability to analyze a fencing bout, and promotes creativity in applying acquired skills in a fencing bout.

PHYSEDU 105 Soccer (0.5 credit)

This course is designed to enhance technical and tactical game knowledge and students playing ability. Students will engage in a variety of soccer training methods emphasizing fundamental/technical skills, tactical knowledge and playing ability.

PHYSEDU 106 Badminton (0.5 credit)

This course introduces the fundamentals and techniques used in badminton with theoretical emphasis on rules and playing etiquette.

PHYSEDU 107 Table Tennis (0.5 credit)

This course is designed to equip the students with the basic skills to be able to play recreational or competitive table tennis outside of class. This course will give students a chance to improve or learn how to play table tennis effectively.

PHYSEDU 108 Tennis (0.5 credit)

The primary aim of this course is to teach the students the fundamentals of tennis including the rules, game scoring, etiquette, and fundamental strokes, forehand, backhand, serve and volley. The course will also present various drills and games, and present singles and doubles tactics and strategies. The emphasis of this course is to give the students the working knowledge of tennis so they may enjoy it as a lifetime activity.

PHYSEDU 109 Tai Chi (0.5 credit)

Tai Chi is an ancient Chinese traditional martial art practiced worldwide. It is used as part of defense training, meditation, exercise program or for its various health benefits. This course aims to help students learn the basic forms of Tai Chi and to become comfortable in practicing independently.

PHYSEDU 110 Pilates (0.5 credit)

Pilates is a method of exercise that consists of low-impact flexibility, muscular strength and endurance movements. Pilates' routine emphasizes proper postural alignment, core strength and muscle balance.

PHYSEDU 111 Yoga (0.5 credit)

This class will explore the practice and application of yoga and meditation and will introduce students to various breathing techniques and forms that additionally promote strength and flexibility. Together, these benefits may help students in promoting healthier lifestyle.

PHYSEDU 112 Body Combat Fitness (0.5 credit)

Body combat fitness is an eclectic-based aerobics class that combines cardio and resistance training and utilizes components of kickboxing, boxing and dynamic conditioning drills using combat principles. This kind of aerobic workout uses principles of high intensity interval training (HIIT) to give all students regardless of fitness level a great workout and learn some of martial arts forms and techniques.

PHYSEDU 113 Body Step Aerobics (0.5 credit)

Step aerobics is designed primarily to attain, improve and/or maintain healthy fitness level of students through their participation in the class. Students will also learn various fitness concept and principles and their application as part of the healthy lifestyle. The course will provide the tools to create and follow a personalized aerobics exercise regimen as part of the healthy lifestyle.

PHYSEDU 114 Jogging/Walking (0.5 credit)

This course emphasizes walking/jogging mechanics and physiological effects of cardiovascular activity and general benefits of exercise. This course provides the knowledge and skills necessary to improve cardiovascular endurance and fitness through walking and jogging.

PHYSEDU 115 Mixed Martial Arts (0.5 credit)

Mixed Martial Arts (MMA) is an eclectic martial arts based training class that incorporates learning of various martial arts forms and skills with conditioning training. This course will focus on beginner techniques, and in contrast to traditional mixed martial arts, it will not involve ground techniques or grappling. Therefore, the focus of this course is on learning fundamentals of various martial arts forms accompanied by conditioning training routines.

PHYSEDU 116 Stick Stretching/Yoga (0.5 credit)

Stick stretching is a hybrid blend of traditional yoga poses, tai chi and soft martial arts, which is designed to improve mobility, flexibility, balance, strength, coordination and postural awareness. Hence, the focus of stick yoga is on spinal health and correcting body mechanic. Sticks are used to provide support, guide and leverage stretching, strengthening and balance forms.

PHYSEDU 117 Swimming (0.5 credit)

Swimming course is designed to teach variety of swimming strokes for students with little or no swimming experience. However, considering that swimming ability depends not only on basic strokes, but also being comfortable in the aquatic environment, this class will also emphasize correct breathing skills, water threading and survival floating.

PHYSEDU 118 Taekwondo (0.5 credit)

Taekwondo is Korean martial art that emphasizes various forms of kicking. However, considering its name - Way (Do) of kicking (Tae) and punching (Kwon) – students will also learn various punching forms. This class is designed to introduce basic Taekwondo forms and techniques and prepare them for the yellow belt test given at the end of the class.

PHYSEDU 119 TRX Suspension Training (0.5 credit)

TRX is an innovative suspension weight training used by various populations to improve strength, endurance, body tone and overall health and wellness. It is based on seven fundamental movements: push, pull, plank, rotation, hinge, lunge and squat, from which numerous variations and types of workouts are designed to target a specific goal. In this course, you will learn these fundamental movements, and how to create your own routines and adopt them to fit your own goals using TRX.

PHYSEDU 120 Weight Training (0.5 credit)

In weight training course, you will learn various strength training concepts, recommendations, techniques, and programs through discussions, handouts, and hands on demonstrations. While some theoretical background will be provided before each class, majority of class time will be conducted in a fitness center and hands on experience with primary aim to complete a full workout. Considering weight training can be used for various purposes we will introduce goal-specific workout recommendations such as muscle gain, body toning, functional weight training, sport specific training, weight loss and general health. In addition, we will dispel various myths about weight training and workout safety in order to provide you with independence and comfort to make weight-training part of your healthy lifestyle.

PHYSEDU 121 Integrated Fitness and Wellness (0.5 credit)

Integrated Fitness and Wellness course emphasizes learning concepts of fitness and wellness through participation in a range of physical activities offered on and off-campus. The course is designed to encourage students to attend different fitness, sports and recreational activities, and using concepts covered in class, learn how to create individualized fitness and wellness goals based on activities they enjoy and fit their lifestyle. In this class, there is no set class time and students are expected to participate in any three fitness activities per week lasting at least 45 minutes. Hence, students are welcome to attend any open fitness class offered on campus, go hiking, jogging, cycling or swimming with friends or play any sport throughout the week. You will use heart rate monitors to keep track of your activities, intensity, goals and participation. Students will have 1 discussion class every 2 weeks where theoretical concepts of fitness and wellness are class progress are discussed.

PHYSEDU 122 Rowing (0.5 credit)

This course is an introduction to the sport of rowing. Students will learn about the fundamentals of rowing, the types of boats and events, equipment, rowing techniques and mechanics, boat handling and rigging. As part of the class students will row indoors and in open water shells. The goal of the course is for students to experience the wonderful world of rowing, becomes fond of the activity and essentially become independent recreational rowers.

PHYSEDU 123 Kendo (0.5 credit)

Kendo is a form of martial art that focuses on the use of bamboo sword as its integral part. Kendo integrates strategic thinking and methodology with physical agility and responsiveness, and as such is mentally and physically stimulating activity. Subsequently, students in this course have a unique opportunity not only to learn about Kendo as a physical activity, but also its significance in cultivating social and personal values in traditional China.

PHYSEDU 124 Spinning (0.5 credit)

Spinning, or indoor group cycling, is the stationary cycling program that simulates real cycling conditions to deliver high intensity workout. Spinning is low impact, full-body aerobic exercise that will generally improve cardiovascular fitness, boost energy, reduce stress, and tone upper and lower body. Hence, this activity is ideal for fitness novices and athletes to reach their goals. However, as a PE course this class has a teaching component which will allow each students to understand the physiology behind the workout and its benefits, and how to safely and effectively make individualized plans for better results.

PHYSEDU 125 Kunqu Basic Movements

This class will provide the foundational skills of specific pieces of kunqu theatre, a form indigenous to the local region. Students will learn about a form of physical discipline at the intersection of physical exercise, dexterity and the arts. Students will learn that traditional theatrical arts offer a route to physical wellbeing, offering a rigorous training in physical and motor control.

PHYSEDU 126 Ultimate Frisbee (0.5 credit)

Ultimate Frisbee is a global, team sport that originated in the United States. This course is designed to familiarize students with the ultimate frisbee through engaging, high energy activities and theoretical background of history, rules, and game terminology. The course will emphasize several fundamental aspects of Ultimate Frisbee including backhand throws, forehand throws, pancake catch, rim catch, and game strategy.

PHYSEDU 127 Flag Football (0.5 credit)

Flag football is one of the fastest-growing youth sports worldwide. The purpose of the game is fairly similar to the American football, in contrast to the full contact version, in flag football there is minimal physical contact, no physical tackling, diving, blocking, screening, or fumbles. As part of the course students will learn fundamentals skills and strategies of flag football, and certainly develop physical skills required to recreationally play flag football.

Courses with Course Subject: Political Economy (POLECON)

POLECON 105 China and the Global South (2 credits)

China's vast material power and professed developing country status place it in a unique and highly influential position with respect to the Global South. In this course, we will examine the political economy of contemporary China's relations with the Global South, covering topics including China's development and humanitarian assistance, trade and investment, Chinese soft power, and it's expanding security presence. We will explore how the politics of these topics shapes their economics and vice versa, and unpack the interests and roles of the many different state and non-state actors involved.

POLECON 201 International Political Economy (4 credits)

This course is an introduction to international political economy, the study of how and why international economic policies are formed, and how the international economy influences domestic politics and economic performance. This is a survey course designed to introduce students to the leading theories and evidence-based research relating to international political economy (IPE). It first introduces some of the main theories of IPE, which is the study of how political forces impact the workings of the global economy and how the global economy—simultaneously—shapes politics. It then explores the history and contemporary workings of the international trade and monetary systems from an IPE perspective. Finally, it delves into specific topics that IPE can help shed light on, such as foreign aid, resources competition, and international environmental protection agreements.

POLECON 202 The Politics of International Economic Relations: America in the World Economy (4 credits)

Introduction to politics of international economic relations through an examination of persistent major debates and current events in world politics and global economy. Topics include politics of trade; politics of money and finance; foreign direct investment, multinational corporations, and global value chains; politics of foreign aid and economic development; and corporate social responsibility in a global economy. Examines how material interests, historical and socio-political context, and institutions at domestic and international level shape a country's foreign economic policies. Special focus on U.S. foreign economic policy in comparative perspective.

POLECON 211 Risk Analysis and Forecasting (2 credits)

This course explores the nature of risk, particularly as it relates to decision-making in areas such as politics, economics, and finance. The course combines a theoretical overview of risk and the use of simple mathematical models to quantify it. Furthermore, the conditions under which risk specific models are most accurate and useful will be explored, as well as the situations in which they are prone to failure.

POLECON 301 Development (4 credits)

This course provides an overview of advanced contemporary work on the political economy of development. This is a survey course designed to introduce students to the leading methods, theories, and evidence-based research relating to development. It first addresses the very concept of development, presents the metrics that are used to measure it, and introduces important development figures. It then introduces key models and theories that have been presented to explain development. Finally, it delves deeper into contemporary questions and debates about the drivers of development.

Prerequisite(s): ECON 101

POLECON 302 China's Economic Transition (4 credits)

This course will provide a comprehensive overview of the Chinese economy and China's role in the world economy. China's current economic challenges will be given particular attention. Topics that will be addressed include: the Chinese economy before 1949; the socialist era, 1949-1978; economic reform and market transition; the role of state enterprises; foreign investment; foreign trade; China's role in the East Asian trade-production network; the Chinese financial system; Chinese monetary and exchange rate policy; China's role in global imbalances; the internationalization of the Yuan; and the housing market.

POLECON 401 Political Economy of the Chinese Reform (4 credits)

This course is a reading and research seminar that aims to provide students with a solid, broad understanding of China's reform policies, programs, and strategies since 1978. It also examines the lessons the Chinese reformers and people learned from the 40-year reform experience as well as the challenges facing the Chinese economy and society in the future. Reading materials include both authoritative and new works on China's politics, institutions, and economic development at various stages of the reform period. Students have opportunities to apply basic economic theories to the empirical analysis of China's economic transitions and sociopolitical change.

POLECON 490 Senior Seminar: Advanced Topics (4 credits)

This seminar is a core component of the interdisciplinary major in Political Economy. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

Courses with Course Subject: Political Science (POLSCI)

POLSCI 20 American Government and Politics (4 credits)

Credit for Advanced Placement on the basis of the College Board examination in American government and politics

POLSCI 21 Comparative Government and Politics (4 credits)

Credit for Advanced Placement on the basis of the College Board examination in comparative government and politics

POLSCI 101 International Politics (4 credits)

The theory and practice of international politics and foreign policy; analysis of the various elements of national power and its impact on differing world views and foreign policy behavior, the instruments of foreign policy, and the controls of state/nation behavior across different historical periods and from different national and analytical perspectives.

POLSCI 102 Social Choice and Democracy (4 credits)

The central theme of this course is to examine the liberal conception of democracy as the aggregation of individual preferences. Students will explore and study questions such as: How can a collective (e.g., the electorate, legislature, collegial court, expert panel, or committee) arrive at coherent collective choices or judgments on some issues, on the basis of its members' individual preferences? Who decide whose preferences should be counted? Do voters have the freedom to choose? What methods are used to aggregate preferences? What are the theoretical properties of these methods? How easily can outcomes be manipulated or distorted? Are there widespread election frauds? Answers to these questions are utmost important for any democratic decision-making body. Social choice theory will be used as our theoretical framework for the analysis of combining individual opinions, preferences, interests, or welfares to reach a collective decision.

POLSCI 103 American Ideas and the Idea of America (4 credits)

What is the story of the United States? What fundamental ideas of America have been formed as a nation and as an empire? Are there connections we can draw between the US today and its past? What relevance does the US have in China historically and in the present day? What place does the US have in the Chinese imagination? In this course, we address these questions by examining a variety of texts, ranging from important founding documents, political speeches, autobiographies, and travelogues to excerpts of American novels. Through class discussions, team projects, and role plays, we will discuss fundamental concepts of America, its past and present, and explore themes such as politics and religion, race and slavery, immigration and identity, women and economics, and education and citizenship. We will also consider how America is being perceived in the world specifically within the Chinese context.

POLSCI 105 Contemporary Political Ideologies (2 credits)

The goal of this course is to understand the fundamental alternative political ideologies or theories that have shaped our world and to consider which political theories may shape our world in the future. To accomplish this goal we will 1) Investigate the theories at the foundation of liberal democracy, capitalism, Marxism, fascism, and anti-liberal Islam; 2) Consider how each of these theories addresses such fundamental human questions as: What is the best form of government? What is the nature of human beings? 3) Study through close textual analysis the principal arguments both for and against each of these theories.

POLSCI 106 Political Rhetoric, Crisis, and Leadership (2 credits)

This course engages in a series of case studies to evaluate the requirements of political rhetoric, especially during times of crisis. Examples are drawn from ancient Greek and Roman history, the American founding, and the U.S. Civil War. Students will be able to identify how political leaders in various contexts use common logical and rhetorical constructions to negotiate political uncertainty and danger.

POLSCI 201 Political Institutions and Processes (4 credits)

The purpose of this course is to examine and understand issues related to political institutions and processes. The main topics that will be examined over the course of the term include the central themes, theories, concepts, and questions of the contemporary study how policy-making processes vary across different institutional arrangements.

POLSCI 202 U.S. Citizenship: History, Meaning and Conflict (4 credits)

What does it mean to be and to become an American citizen? What combination of political principles, cultural identity, and historical experience does and should constitute U.S. citizenship? This course explores the meaning of citizenship and nationhood in different historical contexts, amidst competing constitutional interpretations, and at the center of contemporary policy debates.

POLSCI 203 Civil Rights and Civil Liberties (4 credits)

This course examines the meaning rights and liberties in the American and global context. It considers competing justifications as well as specific legal and policy debates ranging from freedom of speech and the press, religion, sexuality, abortion, and discrimination.

POLSCI 204 The U.S. Constitution and its Critics (4 credits)

The U.S. Constitution is the foundation of the American legal and political system. It is the oldest national constitution still in effect, and it has influenced many subsequent constitutions around the world. According to its admirers, it has played a central role in the rise of the United States as a global superpower. Its critics, on the other hand, claim that it has produced an increasingly unequal society and a dysfunctional political system. This course will help students to better understand the

basic structure of the U.S. Constitution, its history, and the political debates to which it has given rise. We will begin by examining the arguments raised for and against the Constitution when it was first proposed in the eighteenth century, before turning to the study of several contemporary political challenges in which constitutional questions play a prominent role, namely those concerning race, free speech, and the power of the American presidency.

POLSCI 207 Democratic Institutions in America (4 credits)

From the framing of the Constitution to the present day, the US has had unique political institutions and political culture, which have long arrested the minds of political theorists, philosophers, writers and academics. Drawing on multiple disciplines, such as sociology, history, philosophy, and literature, this course will explore America's democratic political structures as well as the various institutions that live alongside them. Students will examine the US Constitution and political system. They will look at the relation of the US political system to American culture, to race, to education, to capitalism, and to empire.

POLSCI 208 Political and Social Inequality (4 credits)

How do different groups with different levels of political power shape political outcomes? How do gender, racial, environmental, and social inequalities express themselves through the political system? What is a 'fair' level of inequality? How do different institutional designs shape and channel inequality? This class introduces students to readings, arguments, and concepts that begin to explore the answers to these questions.

POLSCI 209 Democratic Erosion (2 credits)

The course responds to the widespread media coverage and commentary suggesting that democracies around the world are backsliding into authoritarianism by treating "the threat of democratic erosion as an empirical question, rather than merely a political one". The first week of the course focuses on definitions—democracy, democratic consolidation, democratic erosion. In each of the next six weeks, the following particular themes will be investigated: institutions, populism, the media, polarization, exclusion, and resistance.

POLSCI 210 International Relations in East Asia (4 credits)

This course helps students understand the interactions among states in East Asia since WW II. It surveys the major events, introduces theories from international relations related to the strategic balance, realism and constructivism, international political economy, decision-making, domestic politics, leadership and bureaucratic politics. Part III looks at China's and America's relationships with Asian countries while Part IV analyzes key issues, including the Korean nuclear crisis, the South and East China seas, and the future of the region. The course will include a simulation game, when students engage in crisis management, thereby enhancing their understanding of the dilemmas of foreign policy decision making.

POLSCI 211 Politics and Literature (4 credits)

In the past, the poet was regarded, not as an antipolitical bohemian nor as a political partisan, but rather as a wise teacher who could help us to understand the drama of human life as a whole and the drama of political life in particular. The goal of this course is to investigate the nature of politics and human nature by studying a number of masterpieces of classical literature. As we study these works, we will consider such themes as the equality of the sexes, democracy and aristocracy, science and politics, religion and politics, love and politics, and ambition and politics.

POLSCI 212 Pathologies of Modern Society: Foundational Ideas (4 credits)

This course introduces the ideas of 4 social theorists: Tocqueville, Marx, Durkheim, and Weber. Described as "the founding fathers" of modern social theory, these thinkers sought to understand modern society, and its pathologies, in order to improve human life. Their ideas – such as public opinion and democratic despotism, alienation and ideology, rationalization and disenchantment, and organic solidarity and anomie – are still used by social scientists today to analyze and frame social, economic, and political problems.

POLSCI 213 Populism (2 credits)

Populism is widely recognized as a threat to liberal democratic states around the world today. In this course, we will analyze the phenomenon of populism from three basic perspectives. First, we will read theories of what populism is and how it relates to liberal democracy. Second, we will examine what the aims and practices of different populist movements from around the world are (movements such as those in Venezuela, Brazil, Hungary, Poland, Turkey, France, and India). Third, we will investigate what the causes of populism are and how we can respond to it.

POLSCI 214 Authoritarianism and the Struggle for Democracy in Latin America (4 credits)

This subject explores the precarious balance between the ideal of democracy and histories of authoritarianism in Latin America. Using case studies from different historical contexts, the class examines continuities and ruptures in Latin American political history, and the cultural contexts in which populisms of the left or right, and authoritarian regimes, emerge or recede. This subject encourages students to consider political theory in relation to historical and cultural specificity. Key questions addressed include: what political cultures are associated with democratic, authoritarian and populist forms of rule? What role do struggles over memories of authoritarian pasts play in contemporary democracies? How do democracies evolve into dictatorships, and dictatorships into democracies?

POLSCI 216 War and Peace: Foundations of the International Political Order (2 credits)

Most nations claim to seek peace, yet war is a recurrent feature of international politics. This course examines the reasons why this is the case. Is war an inevitable result of the clashing interests of states, or is it a regrettable consequence of their failure to correctly assess those interests? We will

study the greatest works of political philosophy and political science in order to understand the causes of war and the prospects for a more resilient peace.

POLSCI 219 The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats (4 credits)

In this course students will learn how the U.S. legal system actually operates: the 3 branches of government (legislators, judges, and agencies), the 3 levels of government (local, state, and federal), and the 4 main actors (judges, lawmakers, bureaucrats who regulate your daily life, and lawyers who have to deal with all the others). You will also learn about the principles of and tools for interpreting laws and regulations. Students will do practical exercises on current issues throughout the term to best develop their oral and written advocacy skills.

POLSCI 221 US/China Relations (4 credits)

This course addresses the complex relationship between China and the United States including the two countries' foreign relations, trade, cultural exchanges, and images and (mis) representations of each other. The relationship between China and the United States is now, and will likely continue to be, the most important international relationship of our era. In order to understand present and future challenges and opportunities more fully, this course will examine the long and tumultuous history of US-China relations from colonial America to the present with a historical approach. The course will explore the relationship in actual time and circumstance. Paying equal attention to Chinese and American perspectives, this course will discuss the relationship's diplomatic, economic, and military components, as well as social and cultural interactions. Previous study of international relations is helpful, but not required.

POLSCI 301 Program Evaluation (4 credits)

This course introduces students to the approaches used by social scientists to evaluate the implementation and impacts of public policies. Topics covered include reasons for and uses of program evaluations; the different kinds of information gained through implementation analysis and the integration of qualitative and quantitative research; statistical power and effect size; and cost-benefit analysis. The bulk of the course focuses on the techniques, advantages, and drawbacks of experimental and quasi-experimental designs.

Prerequisite(s): STATS 101 and SOSC 102

POLSCI 302 Public Opinion (4 credits)

Examines nature and role of public opinion from a comparative perspective, providing a broad-based introduction to the dynamics of citizens' social and political attitudes. The goal of the course is to help students arrive at a more comprehensive understanding of forces that shape beliefs, attitudes, and opinions of the public, how those views are publicly expressed, and the influence of those opinions on policy outcomes. While the design, implementation, and analysis of public

opinion surveys and election polls will be discussed, the course focuses on the substantive, and not the methodological aspects of public opinion.

Prerequisite(s): None

POLSCI 303 International Politics of East Asia (4 credits)

Course explores the economic, political, and security issues in East Asia. Examines respective theoretical and historical backgrounds of the region (Japan, North Korea, South Korea, Chinese mainland, Hong Kong, Macau, Taiwan, Southeast Asia). Focuses on issues surrounding the region, including globalization, economic interdependence, nuclear proliferation, territorial disputes, and terrorism. Utilization of some international relation theory and methodological tools for more systematic analysis of these issues. Readings will be drawn from international relations theory, political science and history.

POLSCI 304 Revolutions and Foundings: A Comparative Perspective (4 credits)

This course examines the Founders of the American political order and compares them with the more contemporary founders of other political traditions. This course examines the political thought and careers of key protagonists in the American Revolution and constitutional Founding (such as George Washington, Thomas Jefferson, John Adams, Alexander Hamilton, and James Madison) and revolutionaries and founders in other modern settings (such as Mohandas Gandhi, Che Guevara, Nelson Mandela, Vaclav Havel, Mao Zedong, and Lee Kwan Yew).

POLSCI 305 American Capitalism in the World (4 credits)

This course examines American economic history and the global reach of capitalist markets. It explores patterns of commerce, the development of the regulatory state, business cycles and crises, the nature of the corporation and the changing of labor markets and the meaning of work. The course considers crises, contradictions, and competitive virtues and drawbacks associated with the modern American economy and highlights key trade-offs and lessons for democratic institutions, business, and culture.

POLSCI 307 Political Economy of Institutions (4 credits)

Without paying attention to institutions, one cannot understand why some societies are wealthy and others poor; why some are innovative and others un-creative; or why some are politically stable and others in perpetual turmoil. As such, this course should be of direct interest to students of economic development, economic history, social inequality, and democratization, among other fields of social inquiry. The first half of the course delineates the subject and covers the social mechanisms that govern institutional transformations. Attention is paid to the pace of institutional transformations, latent change, social inertia, political revolutions, and links among beliefs and behaviors. The second half focuses on the social functions of institutions. Again, the emphasis is on pertinent analytical methodologies. The functions studied include: the control of free riding,

credible commitment, redistribution, the provision of collective goods, coordination, protection of expectations, generation of common knowledge, governance, rent seeking, and the reduction of transaction costs.

POLSCI 308 Global Governance (4 credits)

This course provides an overview of the evolving architecture, processes and variable outcomes of global governance. Governance, at whatever level of social organization it occurs, refers to the systems of authoritative rules, norms, institutions, and practices by means of which any collectivity, from the local to the global, manages its common affairs. Global governance is generally defined as an instance of governance in the absence of government. There is no government at the global level: the UN General Assembly is not a global parliament, and Secretary-General Ban Ki-moon is not the president of the world. But there is governance, of variable effectiveness. The course is divided into four sections. The first briefly introduces the subject. The second examines the core elements in the traditional architecture of global governance - its institutional and legal foundation. The third surveys emerging trends in that architecture. The fourth (and longest) section explores the key policy processes performed by/in/through global governance, addressing how and why they differ across different issue areas.

POLSCI 310 America in the World (4 credits)

This course examines the place of America in the wider world and the nature of American regional and global engagement. I**t** explores how Americans have viewed and defined themselves in relation to numerous other nations and peoples examines the relation between ideology, politics, culture, and foreign policy.

POLSCI 311 The Political and Social Thought of Hannah Arendt (4 credits)

Hannah Arendt is one of the most important 20th century western political thinker. Although her work covered a wide range of subjects, her foremost concern was politics and society. This course aims to familiarize students with the political and social thought of Hannah Arendt, so that they may use her ideas to understand and address the 21st century's pressing problems. We will read from her seminal works, as well as secondary scholarship, in order to understand Arendt's key concepts – which could include thoughtlessness, the banality of evil, totalitarianism, the political, statelessness, revolution, power, authority, and labor and work. We will then apply these concepts to some of today's pressing social and political problems.

POLSCI 312 Islamic Political Thought (4 credits)

This course aims to introduce students to the Islamic tradition of political thought through the careful study of selected foundational political texts of Islamic civilization. Students will be exposed to the great variety of thinking about politics that has taken place in the Islamic world through close readings and in-depth discussions of specific primary texts, including the Qur'an, the writings of Muslim philosophers, theologians, historians, and literary writers in the Middle Ages. Students

will be introduced to such fundamental themes as: politics and religion, the individual and the political order, wisdom and political rule, power and conquest, tradition and modernity. By establishing familiarity with the intellectual background of Muslim societies, this course fosters students' abilities to navigate an increasingly globalized world and to engage with actors from industry, government, and civil society with culturally and religiously diverse backgrounds.

POLSCI 313 Political Psychology (4 credits)

Are political ideologies ingrained in our DNA? Why do neurological and physiological processes define our political preferences? Why do we get angry when discussing politics? Can we estimate the causal effect of cultures on individual political behavior? This course introduces you to advanced research topics in political psychology---a discipline that applies rigorous psychological and statistical methods to the analysis of political behavior. First, we will examine the genetic and environmental origins of political beliefs. Second, we will learn how our brain processes political information. Finally, we will explore the dynamic formation of political norms and their expression and change under various political institutions.

Prerequisite(s): STATS 101 or Consent of the Instructor

POLSCI 314 Refugees and the Biopolitics of Citizenship (4 credits)

The refugee is caught between national and international political logics. Each country applies its own calculus for deciding which asylum seekers should be granted the status of refugee, and how refugees should be accommodated or denied access to public goods, rights and residency. This course examines the politics of national responses to record numbers of people seeking asylum, including bureaucracies of (in)validation, xenophobia, the construction of walls and detention centers, international accords, multicultural solidarity, and novel categories of citizenship. Contemporary responses to refugees reveal the interconnectedness of political and structural violence, the limits of humanitarianism and hope for new forms of international cooperation.

POLSCI 315 American Politics in Comparative Perspective (4 credits)

This course examines the key actors, institutions, and processes in American politics from an explicitly comparative and rational choice perspective. Topics covered include federalism and the states, the constitution and its interpretation, Congress and its committees, the presidency and bureaucracy, the court system, and voting and elections. For each, America is compared with other advanced industrial democracies, newer democracies, and authoritarian regimes. These comparisons generate insights into what makes America alternately typical and atypical, successful and unsuccessful. Studying American politics from a comparative perspective also sheds light on the effects of reform proposals, suggests new modes of political participation, and informs students about the world's leading exporter of democracy.

Courses with Course Subject: Psychology (PSYCH)

PSYCH 101 Introductory Psychology (4 credits)

Broad survey of the field of modern psychology. The main goal of this course is to provide students with an introduction to the important topics, theories, research, and applications in psychology.

PSYCH 102 Cognitive Psychology (4 credits)

Overview of cognitive processes including pattern recognition, concept formation, attention, memory, imagery, mental representation, language, problem solving, and modes of thinking. The basic approach is both empirical (using data collection and analysis) and theoretical (building models using inductive/deductive reasoning). Application of basic laboratory results to cognition in everyday life.

Prerequisite(s): PSYCH 101

PSYCH 103 Developmental Psychology (4 credits)

Overview of the cognitive, social, and emotional changes that occur throughout the lifespan, with emphasis on the period from infancy to adolescence. Examines both the empirical evidence and the theoretical models used in understanding human psychological development.

Prerequisite(s): PSYCH 101

PSYCH 104 Social Psychology (4 credits)

Effects of social interaction and social processes on a wide range of individual attitudes and behaviors (for example, conformity, leadership, prejudice, aggression, altruism). Emphasis on the logic, reasoning, research designs, and methods by which knowledge is generated.

Prerequisite(s): PSYCH 101

PSYCH 105 Abnormal Psychology (4 credits)

This course provides a broad overview of abnormal psychology. Areas of focus include: Reviewing different theoretical perspectives for conceptualizing abnormal behavior; Approaches to the diagnosis and assessment of psychopathology; Major classes of psychopathology including how they are defined and treated; Current research, methods, and theories in the field of abnormal psychology.

Prerequisite(s): PSYCH 101

PSYCH 110 Mindfulness, Stress, and Health: Eastern and Western Perspectives (2 credits)

Mindfulness-based therapies are based in Eastern and Western philosophies, theories, and research. They have been shown to be significantly helpful for stress-related problems, mental health problems, and medical disorders. Mindfulness-based therapies are also revolutionizing the way that psychologists think about and treat human suffering. In this course, we will explore the theories, techniques, and research on mindfulness-based therapies from Eastern and Western traditions. A combination of lecturing, class discussion, and experiential exercises will be used to help students gain a well-developed understanding of this important area of psychological research and practice. Students will also acquire basic skills in how to use mindfulness-based techniques to reduce stress and distress.

PSYCH 313 Political Psychology (4 credits)

Are political ideologies ingrained in our DNA? Why do neurological and physiological processes define our political preferences? Why do we get angry when discussing politics? Can we estimate the causal effect of cultures on individual political behavior? This course introduces you to advanced research topics in political psychology---a discipline that applies rigorous psychological and statistical methods to the analysis of political behavior. First, we will examine the genetic and environmental origins of political beliefs. Second, we will learn how our brain processes political information. Finally, we will explore the dynamic formation of political norms and their expression and change under various political institutions.

Prerequisite(s): STATS 101 or Consent of the Instructor

Courses with Course Subject: Public Policy (PUBPOL)

PUBPOL 101 Introduction to Policy Analysis (4 credits)

Governments constantly face questions such as: How do we address deforestation? How can we slow down climate change? How can we make food safer? This course teaches a systematic way of dealing with these questions, namely policy analysis. This technique enables students to identify, examine, and evaluate options to implement policy goals. Readings will be a combination of theory and case studies from around the world.

PUBPOL 102 Introduction to the United States Health Care System (4 credits)

Overview of the key health policy issues in the United States. Topics include: (1) sources of morbidity and mortality; (2) access to health care; (3) financing of health care including an overview of how health insurance works, Medicare and Medicaid and why there are uninsured persons and to what effect; (4) quality of health care; (5) the role of innovation in both treating disease and influencing costs; (6) mental health, including why drug and alcohol treatment is generally considered to be a mental health service; (7) the role of non-profit versus for-profit ownership of health care facilities and to what effect; (8) long term care; and (9) the impact of social phenomenon such as income inequality, social class and culture on health care.

PUBPOL 106 Urbanizing China: Spatial and Social Dynamics in Chinese Cities (2 credits)

This course investigates the dramatic urban transformation that has taken place in the past 30 years in China. The scale and speed of this transformation means that it has far-reaching consequences for China, Asia, and the world, influencing everything from poverty alleviation to food security. Understanding why and how China has urbanized --- and how China poises to urbanize in the next three decades --- is therefore of critical importance. This course covers various topics related to China's urbanization, including rural-to-urban migration, urban inequality, real estate development and land market, as well as urban governance. Students will learn how to develop annotated bibliography and write a well-reasoned essay about one or more topics related to China's urbanization.

PUBPOL 110 Introduction to Human Rights (4 credits)

This course introduces students to the field of human rights. The course has two primary purposes: to define and explore the key terms, concepts, foundations and theories of human rights; and examine alternative or competing definitions of rights using a case-based approach.

PUBPOL 120 Globalization and Corporate Citizenship (4 credits)

This course will critically examine the origins and diffusion of increasingly prevalent notions of corporate citizenship and corporate social responsibility from an anthropological perspective.

PUBPOL 201 Climate Change Law and Policy (4 credits)

Climate Change is one of the major challenges facing humanity in the 21st century. Climate Change has been described as a "super wicked problem", which stems from the greenhouse gases emissions produced by virtually all human activities, has no simple solution and yet requires urgent and drastic action to be taken at the global level. In this course, we will examine the range of legal and policy responses to this "wicked problem" which have been proposed by experts, as well as those which have been concretely applied at the international level and different jurisdictions, especially in the United States, the EU, and China, three major emitters of greenhouse gases. We will look at various studies put forward by academics and think tanks, informed newspaper articles, as well as policy documents and law.

PUBPOL 202 Global Disasters: Science and Policy (4 credits)

In this interdisciplinary course, students will examine the multifaceted aspects of "global" disasters. The first segment of the course will examine the science behind the disasters, discuss the range of meteorologic, hydrologic and geologic factors that cause disasters; explore how societies plan for and/or respond to the immediate and long-term physical, social, emotional and spiritual issues associated with survival; and present case studies of response, recovery and reconstruction efforts. In the second phase of the course, some of the most pressing and rapidly evolving economic calamities will be addressed. In the third segment of the course, the focus will shift to political "disasters" and how natural and/or economic events can destabilize a political system. Students will attend the lecture and labs components of the course and complete on-line quizzes to demonstrate understanding of the material presented. Additionally, they will prepare one research paper on a relevant topic, the results of which will be presented to the class.

PUBPOL 209 The Politics of Environmental Crises (2 credits)

This course helps students understand what happens during and after a disaster in terms of politics and policy. It is structured around five themes: crisis detection; decision-making and coordination; crisis communication; accountability; and learning and policy change. During the course, we will apply each of these themes to case studies of environmental crises, for example oil spills and chemical leaks. Readings will be a combination of theory and case studies from around the world.

PUBPOL 210 Development and Africa (4 credits)

Addresses the vexed issue of economic development in Africa - its many failures, its occasional successes - from the early colonial period to the present.

PUBPOL 211 Globalization and Public Policy (4 credits)

How the various aspects of globalization affect, and are affected by public policy at the international, national and local levels. Development of an analytic framework for thinking about globalization

and its core concepts, major institutions and political dynamics; survey of a range of major policy areas affected by globalization; focus on a policy area of particular interest.

PUBPOL 212 Immigrant Dreams, U.S. Realities: Immigration Policy History (4 credits)

Immigrants and immigration policy in the United States from 1850 to the present, with focus on origins and power of immigrant exclusion during three waves of migration: Northern European and Asian migrations between 1850 and 1880, Eastern European, Latin American, and Asian migrations, 1880-1920, and Latin American, African, and Asian migrations, post 1965. Immigrant roles in shaping policy debates, citizenship rights, labor movements, and American culture, past and present.

PUBPOL 213 Authoritarian Regimes (4 credits)

Examine the variety of ways in which authoritarian regimes operate. Study the emergence and persistence of authoritarian regimes, the institutions they adopt, leadership change, government/opposition relations, their potential for democratic transition as well as the theories that explain these outcomes.

PUBPOL 214 Globalization and History (4 credits)

Examination of globalization issues in a historical perspective. Reviews phenomena, institutions, e.g. empires, states, religion, corporation, and international agencies, and policies which enabled exchange of commodities, people, and cultures. Explores empirical evidence on growth and development for different world regions and historians' and social scientists' interpretations.

PUBPOL 215 Law, Ethics and Responsibility (4 credits)

Examines the intersection of law and neuroscience, including the use of neuroimaging to determine if a witness is telling the truth; the implications of neuroscience for determining the mental competency of defendants, the insanity defense, the imposition of punishment on defendants. Considers the extent to which recent advances in brain science cause us to reevaluate fundamental legal concepts of "intent," "insanity," and responsibility; the ways in which neuroscience may be applied to these and related issues; and the inherent limitations and incongruities of applying brain science to legal questions.

PUBPOL 216 Civic Participation and Public Policy (4 credits)

Overview of patterns in Americans' engagement in and disengagement from civic life. Theories of why people do (and do not) participate. Differences across lines of gender, race, ideology, generation, and class. Role of American interest groups and social movements in policy change. Influence of public policies (e.g., federal tax laws, participation requirements, programs such as AmeriCorps) on civic and political participation. Implications for equality, voice, and the health of American democracy.

PUBPOL 217 Enterprising Leadership (4 credits)

The central goal of this course is to provide students with analytical competence, enterprising leadership identity, and personal agency important to exercising leadership in organizations, in communities, and in life. The course explores the many facets of leadership and leadership development including the processes by which people affect change in a variety of roles and situations. Leadership within a framework of ethics, values, and innovative action are emphasized as a basis for contributing to the process of making good things happen without reliance on formal authority.

PUBPOL 218 Ethics in an Unjust World (4 credits)

The course considers the question, "How can we fix poverty?" It begins by exploring the nature of poverty through a variety of descriptive metaphors (for example, poverty as a "trap" or a "disease"). It then considers the word "we," and in doing so introduces several basic understandings of ethics (deontology, utilitarianism, virtue ethics, etc.) Finally it considers the word "fix" and offers three models for responding to poverty: working for, working with, and being with.

PUBPOL 219 The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats (4 credits)

In this course students will learn how the U.S. legal system actually operates: the 3 branches of government (legislators, judges, and agencies), the 3 levels of government (local, state, and federal), and the 4 main actors (judges, lawmakers, bureaucrats who regulate your daily life, and lawyers who have to deal with all the others). You will also learn about the principles of and tools for interpreting laws and regulations. Students will do practical exercises on current issues throughout the term to best develop their oral and written advocacy skills.

PUBPOL 220 Introduction to Regulatory Governance (4 credits)

The course will help you to understand the nature of regulatory governance in complex social environments. We will explore the reasons why governments and others use regulation as a tool to achieve policy goals, and how regulation is implemented and enforced in daily practice. Building on the work of leading regulatory governance scholars, we will explore how their theoretical insights could be applied in practical settings. Throughout the course, we will essentially ask: what can regulatory governance accomplish and what is beyond its reach?

PUBPOL 301 Political Analysis for Public Policy-Making (4 credits)

How and why do policies come about? What is the role of media, non-governmental organizations, and politicians? Why do some issues attract the attention of policymakers while others do not? What are the obstacles for policy change? Some of the questions will be answered in this course. This course will examine the political aspects of public policy from an explicitly comparative perspective. Public policy making is not a rational, straightforward process, but is heavily shaped by processes, institutions, and actors. During the course, we will identify relevant official and non-

official actors, contextual factors, and particular processes, ultimately learning how these shape public policy.

Prerequisite(s): PUBPOL 101 or POLSCI 201

PUBPOL 303 Policy Choice as Value Conflict (4 credits)

Public policy should be informed by evidence and facts, but it cannot be determined by them. People disagree about public policy not only because they disagree about empirical matters but also because they hold different understandings of familiar political concepts and they assign different weightings to competing political values. This course aims both to illustrate these general propositions and, more importantly, to introduce the tools and techniques with which one can construct and critique reasoned arguments about the political concepts and values that underpin policy choice. The course will be divided into four sections, each of which focuses on a set of contemporary policy disputes whose resolution depends upon clarifying and justifying our understanding of an underlying political concept and its associated values. The four concepts whose policy implications we shall explore are: democracy, justice, liberty, and rights. Readings are mostly works of contemporary political philosophy.

Prerequisite(s): PUBPOL 101

PUBPOL 304 Microeconomic Policy Tools (4 credits)

Development and application of analytical economic tools in a policy environment. Emphasis on application of economic methods in a variety of policy settings and developing testable hypotheses that might be used to guide economic policy. Analytical topics include willingness to pay, derived demand, multi-market interactions, comparative advantage, investment analysis, and decision making under uncertainty. Applications include tax analysis, including incidence, effective protection, shadow pricing, introduction to government expenditures, labor market policy, examples of regulation and pricing externalities.

Prerequisite(s): PUBPOL 101. Anti-requisite: ECON 201

PUBPOL 305 - War and Public Health in Africa (4 credits)

An inquiry into the nature of contemporary war in sub-Saharan Africa and its human cost. Uses public health as a parameter to assess the impact of organized collective violence on people's lives. Link between war and public health established and measured with respect to civilian deaths, gender based violence, physical and psychological trauma, mental disorders, malnutrition and famine, and the spread of epidemic diseases, inter alia HIV/AIDS. Special attention is given to rape as "a weapon of war", to the trafficking of human beings in war zones, the child soldier phenomenon, and to death counts as a vector of humanitarian or political advocacy.

PUBPOL 306 International Development and Poverty (4 credits)

What factors account for the persistence of poverty in some countries? Is it always going to be the same way – i.e., will poor people remain poor within the foreseeable future – or can something be

done to reduce poverty (or at least alleviate its most painful consequences)? Academics and policymakers have come up with alternative formulations as they have attempted to deal with poverty over the last 50 years. This class provides students with an overview of social and economic development in developing countries since the early 1950s. What problems do residents of developing countries face, what kinds of solutions have been advanced to deal with these problems, how have different solutions fared in practice, and what needs to be done now and in future? The course traces how development practice has evolved in the theoretical literature, and students use this knowledge to investigate what needs to be done now and in future.

Prerequisite(s): GLHLTH 101

PUBPOL 307 Market Power and Public Policy (4 credits)

The purpose of antitrust laws is to control how firms attain and maintain their market position, presumably for the betterment of consumers, or at least for the benefit of society. Using a rigorous set of tools from microeconomic and game theory, this class will investigate the underpinnings of policies meant to deal with market power broadly defined, such as antitrust laws, the regulation of public utilities, the regulation of financial markets, and anti-dumping rules.

Prerequisite(s): ECON 202

PUBPOL 308 Managing the Oceans to Solve Global Problems (4 credits)

This course highlights the importance of the oceans in addressing central development and environmental problems facing the world, including poverty, hunger, access to energy, climate change, and biodiversity loss. The fundamental role the oceans could play in helping to solve these problems depends on public policies created to manage them. The course will expose students to the important laws and policies that make the resources and services provided by the ocean resilient and sustainable, and explore challenges of protecting corals, regulating fishing and pollution, and helping climate refugees.

PUBPOL 310 Family Rights and Human Rights (4 credits)

Explores relationship between state, family formation, and individuals. Surveys regulation of sexuality, reproduction, adoption, immigration, and incarceration with focus mainly on U.S. and past 200 years.

PUBPOL 311 Economic and Political History of the European Union (4 credits)

The idea in the wake of WW II of a common Europe is still a long way from fulfilling its intended goals, with numerous challenges remaining. This multi-disciplinary course deciphers the complexities of the EU, predicts its future given its demographic, social and economic makeup, and analyzes the EU's institutions and the way they function. It examines its agricultural and industrial policies as well as investigates its monetary and economic policies. From its original six members

to today's twenty-seven, the course addresses the question of the future of the EU, which in spite of multiple differences, has created a unique political and economic model.

PUBPOL 312 News as Moral Battleground (4 credits)

Ethical inquiry into journalism and its effect on public discourse. Issues include accuracy, transparency, conflicts of interest and fairness. Topics include coverage of national security, government secrecy, plagiarism/fabrication, and trade-offs of anonymous sourcing.

PUBPOL 315 Economics of the Public Sector (4 credits)

Applies tools of intermediate micro economics to the public sector. Develops economic justifications for government intervention into the economy and examines and evaluates various government policies and programs. Provides a solid foundation for applied benefit cost analysis.

Prerequisite(s): ECON 201 or PUBPOL 304

PUBPOL 316 The Modern Regulatory State (4 credits)

Much of the policymaking that structures our world emerges not from Congress or the courts, but from regulatory institutions. This course outlines the historical origins and evolution of modern regulatory institutions, focusing on the Western European and North American experience, from the nineteenth century to the present. For our purposes, "regulatory institutions" include not only public agencies, commissions, bureaus, and boards, but many quasi-public and private entities as well. As this course will reveal, these varied institutions have complex relationships with the businesses, organizations, and individuals whom they hope to regulate, as well as with legislatures, presidential administrations, and the courts. Course readings and discussions will incorporate a wide range of disciplinary perspectives, and include a discussion of the recent "revolt" against regulation.

PUBPOL 317 Plastic Planet: Pollution and Solutions (4 credits)

Plastic is ubiquitous in our modern lives, but its proliferation is increasingly questioned because of its adverse environmental impacts. This course examines plastic pollution from a politics and policy perspective. It does so by following the life cycle of plastics, from mining resources, refinement and manufacturing to using plastic in our daily lives to disposal. Throughout the life cycle, we will consider policy tools for dealing with the identified issues. The course will have an explicit comparative perspective with case studies from around the world.

PUBPOL 318 How to Change the World: The Role of Non-State Actors

Regulation of societal risks was long seen as the province of state administrative institutions, but recent theories and practice challenge this view. A move away from a state-centered approach to governance has created space for non-state actors to assume a myriad of regulatory roles. This course will introduce theories and practices of non-state regulation. Drawing on cases from across

the globe, this course will explore the multifaceted roles non-state actors can play in regulatory and governance processes. Cases examining how private individuals, civil society organizations, social entrepreneurs, enterprises, philanthropists and others have tried to change the world will be analyzed.

Prerequisite(s): PUBPOL 101 or Consent of the Instructor

PUBPOL 410 Counterterrorism Law and Policy (4 credits)

This course explores the novel legal and policy issues resulting from the United States' response to 9/11 attacks and the threat posed by modern terrorist organizations. Topics include preventative/preventive war; detention, interrogation, and prosecution of suspect terrorists; domestic surveillance; and government secrecy and public access to information.

Courses with Course Subject: Research Independent Study (RINDSTU)

RINDSTU 393 Research Independent Study

Research project mentored by an instructor with related interests and expertise, and the major product of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor required.

Courses with Course Subject: Religious Studies (RELIG)

RELIG 101 Comparative Religious Studies (4 credits)

Who are you? What might you become? What is the world and does the world have a purpose? Questions like these lie at the heart of religious traditions around the world, and have inspired and frightened humans since the very beginning of our history. In this course, we will explore some of these traditions by going on a vision quest, a journey for insight. We will encounter ghosts, people who can fly, charismatic healers, and many more weird things. This is a course that might change your life. Welcome to the study of religion.

RELIG 102 Prophets and Priests (4 credits)

This course studies the relationships among charismatic authority, priestly tradition, religious institutions, and state power. It uses as a case study the historical context of Palestine in the first century CE and examines the social and political context for the emergence of the Christian movement inspired by the teaching of Jesus of Nazareth. Topics include the nature of authority, religious resistance to state power, the concept of divine law, and popular sects. Other religious contexts may also be included in order to offer a comparative perspective.

RELIG 103 Law and Revelation (4 credits)

This course focuses on the concept of religious law, the traditions of jurisprudence that emerge in religious societies, and their relationship to the modern nation state. It introduces students to the Islamic concepts of Qur'an, Sharia, and Fiqh (jurisprudence) with a view to understanding how divine laws function in human societies. Topics include concepts of divine revelation, sacred texts, law codes, legal institutions and modern forms of fundamentalism. Other religious traditions may also be included by way of comparison.

RELIG 104 Myth and Nation (4 credits)

This course studies the role of religion in establishing the founding mythology of peoples and nations. It introduces students to the Jewish tradition by way of example, and considers the role of the foundational mythology of the Jews in multiple forms of Judaism from early Israelite religion to modern Zionism. The course leads to an examination of the experience of holocaust, the quest for Jewish statehood and its impact upon the political situation in the Middle East. In so doing the course develops broad theoretical approaches in religious studies that can serve wider interests in understanding the relationship between nation, state, ethnicity, and religious belonging. Other religious contexts may be introduced by way of comparison.

RELIG 105 Gods and People (4 credits)

This course introduces the Hindu concepts of darsan (vision of the gods) and dharma (path) so as to explore how religious visions, as represented in art, architecture and mythology, engage the

social and material reality of religious practitioners' daily lives. In so doing it exposes the cultural power of religious frameworks to structure normative hierarchies of gender, class and race. Students gain a functional understanding of religious cultures that may be applied to other traditions and contexts by way of comparison.

RELIG 106 Religion and Leadership (4 credits)

Different religions have portrayed leaders in different ways, through stories, exemplars and which attributes of leaders and followers are emphasized or downplayed. Drawing upon a wide variety of resources in religious studies, history, philosophy, psychology, sociology, and cultural studies, this course will examine how a wide variety of religions depict leaders and leadership, highlighting both the differences and the similarities across religions and within religious traditions. The course will also draw upon research on leadership, cultural values, and norms to systematically compare and contrast how religion shapes perceptions of leadership. Applications explored will include religion-based portrayals of gender, race ethnicity, and age in assessing leaders. Also considered will be whether these portrayals make specific religious lenses more or less amenable to leadership development in different contexts (for example where innovation is important or where co-leadership is essential).

RELIG 107 Readings in Religious Literature (2 credits)

This course introduces students to a variety of religious literature and sacred texts from across the world. Students learn how to read and interpret these texts and in this way come to reflect on the nature of religion and its function in human societies. In addition discussing fundamental theological questions about the nature of existence, the course will also examine the practical ways in which religions shape the embodied lives of religious practitioners across the world.

RELIG 201 Confucianism, Daoism and Buddhism (4 credits)

It is often said that there are three teachings that have defined Chinese society through the ages. Confucianism, Daoism, and Buddhism are traditions that have produced some of the most profound, provoking, and funny ideas and practices in the history of humankind. In this course, we will examine these ideas and practices intellectually and experientially. In doing so, you will not only gain a firm knowledge of some of the most important sources of East-Asian culture, but also a new perspective on your own life.

RELIG 202 Modern Buddhism (4 credits)

An examination of Buddhism in Asia, Europe, and the United States from the mid-nineteenth century to the present. The course emphasizes how global exchanges resulted in the emergence of Buddhism in the United States and Europe, and the transformation of Buddhism in Asia. The course takes a number of case studies in the transformation of Buddhism including the emergence of humanistic Buddhism in modern China; the American encounter with Japanese Zen; and the relationship between Buddhism and ethnic militarism in Imperial Japan, Sri Lanka and Myanmar.

In all cases the course examines how Buddhism transformed in response to the emergence of new global contexts.

RELIG 203 Judaism, Christianity, and Islam (4 credits)

In contrast to the Chinese concept of the "three traditions", Islamic tradition came to define the overlapping identity of Jewish, Christian and Islamic peoples by the concept of "the people of the book". This course offers an introduction to the three traditions of Judaism, Christianity and Islam by focusing on the concept of the sacred text as the written revelation of God. Comparisons between the Jewish Torah, Christian gospels and Islamic law, and the practices of scribes, commentators, and textual scholars illuminate the similarities and also differences between the three great monotheistic traditions of the world.

RELIG 204 The Problem of Evil (4 credits)

This courses explores the problem of evil for Eastern and Western religious thought and discusses several attempts to confront the reality of evil, to square that with one's worldview, and to find a way of living with that worldview. This courses examines theological, philosophical, psychological, and popular cultural conceptions and responses.

RELIG 302 Religious and Philosophical Thought on the Environment (4 credits)

This course explores the ways in which a variety of religious traditions across the world have shaped fundamental conceptions of humanity's place within nature, including the kinds of environmental ethics that arise from these conceptions. The course examines the foundational texts and practices of selected world religions and considers how these texts and practices are being used by contemporary religious leaders to shape religious responses to current ecological challenges, such as environmental pollution, global climate change, and the factory farming of nonhuman animals.

RELIG 303 The Human Condition (4 credits)

Exploration of the problem of the human condition for Eastern and Western religious thought. This courses examines theological, philosophical, psychological, and popular cultural conceptions and responses. It explores how traditions of religious thought have conceptualized the basic problem of the human condition, whether as the consequences of karmic bonds, the general condition of human ignorance, or a lack of proper moral training. At the same time the course offers a framework for understanding religious movements as positing solutions to the problems they identify, whether conceptualized as salvation, liberation, perfection, or immortality.

RELIG 304 Ethics in Religious Perspective (4 credits)

This course examines how and why religious traditions propose ethical norms, their continued significance in the contemporary world, and recent attempts to foster a more inclusive, global approach to ethics. Whether formulated in divine laws, ritual formulas or monastic codes, religious traditions have asserted their authority and identity by specifying what they regard as the ultimate norms for human conduct. These norms were formulated in the last Axial period around 2,500 years ago and reflect the values and interests of those societies. The course examines the continuing impact and relevance of these norms on contemporary life, and pays particular attention to attempts to shape global ethical norms especially in relation to global issues such as climate change.

Courses with Course Subject: Social Science (SOSC)

SOSC 101 Foundational Questions in Social Science (4 credits)

People everywhere ponder and debate fundamental questions: What does it mean to be human? How is society to be ordered? What is a moral life? Our ancestors asked such questions as well: it is likely that those questions lie at the origins of humanity itself. They also provide the foundations for much of the most important research in the social sciences today. This course examines the ways in which social scientists from a diversity of disciplines approach these fundamental questions. Study material for the course will include foundational texts from across the social sciences, as well as cutting-edge research from the present day. This course will not attempt to answer these vast questions, or provide neat solutions for students: rather, we want to excite students about the social sciences and whet their appetites for further study.

SOSC 102 Introduction to Research Methods (4 credits)

This course provides students with an understanding of research designs and research methods used in the social sciences. Students will learn about the scientific method, research methods and design, measurement, and ethical issues. Topics include quantitative and qualitative approaches, as well as mixed methods.

Prerequisite(s): SOSC 101 or consent of the instructor

SOSC 110 Innovation and Creativity (2 credits)

The overall goal of this course is to develop and enhance the creative potential of the students and assist them to engage in innovation-driven activities through hands-on projects. The design of the course focuses on the core principles of project-based learning, creative thinking, and interdisciplinary collaboration. First, students will gain fundamental knowledge regarding the concepts and processes of creativity and innovation. Second, students will learn various tools to unlock their creativity, improve the flexibility and originality of their ideas, collaborate and contribute to a creative team. And third, students will practice what they have learned via inspiring exercises and projects on both an individual and group level.

SOSC 203 The Social, Political, and Economic Implications of Immigration (4 credits)

The regulation of labor immigration is among the most important and controversial public policy issues in high-income countries, but these issues have implications for understanding the social, political, and economic structures of all nations. Many countries in Europe and North America, including the UK and the US, have experienced very rapid increase in labor immigration over the past 20 years. In China, immigration, return migration, and internal migration have shaped much of its development. This course attempts to understand the determinants of immigration and how nations approach this critical social issue.

SOSC 301 Religion and Community in America (4 credits)

The U.S. has been characterized as a "nation with the soul of a church." This unpacks that statement and explores the distinctive role that religious belief and institutions have played in American life. This course examines religious figures and movements, the role religion plays in politics and public life, the cultural contours of religious popular and social movements, the racial, ethnic and gendered dimensions of religious life, and the nature of individualism and social solidarity in the U.S.

SOSC 311 The Future of the City (4 credits)

Rapid technological change may imply that cities will dramatically change form as new technologies emerge, with important implications for urban design. Self-driving cars, the possibility of three-dimensional transportation networks, telecommuting, urban agriculture, green cities, etc. This course will explore implications of these developments for urban design in light of underlying sociological and economic forces at work.

SOSC 313 Decision Making Under Uncertainty (4 credits)

This course is about the techniques available to improve decision-making and limit mistakes. Methods include game theory, social choice theory, statistics and econometrics and computational modeling. The goal of the course is not to develop mastery, but to help students become better readers of research in the social sciences, while simultaneously providing them with a better sense of the options available as they pursue further course work and expertise in the social sciences.

Prerequisite(s): MATH 101 or 105, and STATS 101

SOSC 314 Computational Social Science: Tools to Collect & Analyze Human Behavior Using Data from the Internet (4 credits)

This course explores the inter-disciplinary field of computational social science, drawing from sociology, computer science, and related disciplines. Students will obtain skills to automate collection of social science data from new sources (Twitter, Facebook, Google, etc.), to classify unstructured data into discrete variables and to analyze them using a combination of techniques that includes screen-scraping, natural language processing and machine learning. Complex ethical and legal issues that arise when working with these novel sources of data. Students develop their imagination about new questions that can be asked with these new data sources. Reading and reproducing exemplary studies produced by computational social scientists.

Prerequisites: MATH 101 or 105 and STATS 101; or MATH 205; or Consent of the Instructor

SOSC 320 Data in the World: Applied Social Statistics (4 credits)

This course to explore how to extend statistical techniques learned in earlier classes and how to apply them to real-world problems. The course starts with the standard linear model and then

explores more generalized models and models that rely on certain assumptions about the underlying data, with a focus on identifying which techniques are appropriate for what kinds of data. We rely heavily on interactive use of R software in applying models to real-world datasets. The class is open to all students but is focused on questions related to social problems - those involving human activity.

Prerequisites: STATS 101 required, MATH 205 highly encouraged

SOSC 333 Social and Economic Networks (4 credits)

Individuals are embedded in a network of relationships used to exchange information and favors, access economic opportunities and share risk. The structure of these relationships determine the individual's opportunities and the aggregate outcomes of social and economic systems. The course will discuss the typical properties of network structures (e.g. 6-degrees of separation, clustering, homophily and segregation), how network ties are formed and how agents interact through these ties. Students will learn about a wide range of applications, including the spread of diseases, fashions and political opinion; financial networks; networks in organizations and the labor market; online social networks, etc.

Courses with Course Subject: Sociology (SOCIOL)

SOCIOL 104 Love, Marriage, and Family in Comparative Perspective (4 credits)

This course explores the process of family transformation in contemporary East Asia and the U.S. from a comparative perspective. It introduces different concepts, theories, and frameworks to explain the slow but noticeable family changes in East Asian societies and some distinct characteristics in the US. It will draw literature from sociology, demography, anthropology, and economics to study love, passion, marriage, cohabitation, mate selection, same-sex couples, and divorce across social contexts.

SOCIOL 110 Sociological Inquiry (4 credits)

This course introduces students to the world of sociology. Sociologists study social relationships, social interactions, and the influence of structural forces upon people. This course offers students a broad survey of sociology, covering a wide variety of sociological themes including the relationship between individual and society, important social institutions in the society, and various social inequalities. Students will acquire knowledge in the main sub-fields in sociology and develop valuable skills, such as critical reading and thinking.

SOCIOL 111 Contemporary Social Problems (4 credits)

Social problems both reflect and generate social change; this course provides a comparative analysis of the major social problems that have propelled social and cultural dynamics across historical periods, nations, and social groups by gender, race/ethnicity, and social class. The course explores the origins and implications of deviant behavior, social conflict and inequality, human progress and social change. Because studying social problems often involves specialize research methods, this course also investigates issues such as the unique inductive and deductive processes and related analysis methods that have developed in this field.

SOCIOL 180 Society, the Self, and the Changing Natural World (4 credits)

This course is an exploration of the changing and contrasting perceptions of social, themselves, and the natural world that people develop. It investigates how our perceptions are conditioned by the times we live in and reigning assumptions of our societies. The course covers a range of related topics including the exploration of perceptions of the self through the arts and the examination of conflicts between science and society.

SOCIOL 202 Sociology of Culture (4 credits)

The terms "culture" and "cultural" have a wide range of meanings: objects, genres, actions (especially conventional), mental representations, and even complex institutional structures are all part of culture. Many sociologists argue that culture is not its object, rather it is an approach; it is about shared meaning and permeates all of social life. This course will allow students to engage in

and contribute to this conversation in an effort to develop their understanding of culture and related changes in social processes over time. This course exposes students to the unique approaches the sociologists take to understanding culture and introduces them to many of the major theorists of culture. By the end of the course, students will have a basic toolkit for understanding society culturally.

SOCIOL 204 Identity, Action, and Emotion (4 credits)

Sociologists and social psychologists have made significant strides in recent decades using mathematical models to describe how people import cultural meanings into social interactions. This course explains how people maintain identities in role relationships and group interactions, and it explores a theory of how people perform normal institutional roles, respond to odd situations, and try to feel good about themselves. Students will learn to use computer simulations to model self, identity and emotional processes. They will leave the course knowing how to think scientifically about routine and unexpected parts of everyday life.

SOCIOL 205 Gender, Work, and Organizations (4 credits)

Research and theories on gender issues in the organization of work are central to inquiry across the social sciences and in sociology, in particular. The socio-historical causes of gender segregation in the workplace and the contemporary consequences for wages and occupational status have permeated research and have been central to policy discussions as well. This course studies how gender interacts with work and complex organizations such as businesses, not-for-profits, and government agencies. It looks at how women have changed their roles in many societies and asks why progress has been slower in others. It uses case studies of specific work organizations with gender-related problems in group projects and presentations.

SOCIOL 211 Social Inequality (4 credits)

Variations in the structure of inequality over time and across nations shape the way people behave, the interactions they have every day, and the challenges they will face across the life course. Inequality shapes and is shaped by educational institutions, economic development, work institutions, and state welfare programs. This course explores the nature, forms, and socioeconomic bases of inequality and social stratification. It pays particular attention to age, gender, race, ethnicity, class, region, and family as dimensions of inequality. The course pays particular attention to the degree to which people are able to change positions in the social structure over time.

SOCIOL 301 Race, Ethnicity, and Citizenship (4 credits)

Race, ethnicity, and citizenship structure interactions and social change in all countries, and they also condition the forms of interaction that determine global processes and well-being. This course provides a critical framework to access origins, manifestations and evolution of race, ethnicity and citizenship. The course reviews and addresses the origins of and theoretical orientations of race, ethnicity and citizenship as constructs with social and political implications. It examines different

ethnographies as well as quantitative studies to pinpoint how social scientists actually examine and draws conclusions about race, ethnicity and citizenship.

SOCIOL 305 Theory and Society (4 credits)

This course exposes students to major classical and modern social theorists from the Enlightenment to the present. The course pays particular attention to theories seeking to follow models of the natural sciences and those seeking a more critical and interpretive understanding of modern society. Topics also include examining how sociological theory relates to other modern currents, such as conservatism, socialism, existentialism, anti-colonialism, feminism, post-modernism.

SOCIOL 306 Contemporary Population Problems (4 credits)

Demography is an interdisciplinary field that intersects with sociology, economics, population health, statistics, and mathematics. The population issues, such as aging, population decline, fertility, and migration, also associate with economic development and policy making in different countries. This course will review key population problems in contemporary industrialized and developing societies. The following issues can be discussed in the course: the end of population growth, population aging, mortality in developed and developing countries, migration, and urbanization.

SOCIOL 311 The Political and Social Thought of Hannah Arendt (4 credits)

Hannah Arendt is one of the most important 20th century western political thinker. Although her work covered a wide range of subjects, her foremost concern was politics and society. This course aims to familiarize students with the political and social thought of Hannah Arendt, so that they may use her ideas to understand and address the 21st century's pressing problems. We will read from her seminal works, as well as secondary scholarship, in order to understand Arendt's key concepts – which could include thoughtlessness, the banality of evil, totalitarianism, the political, statelessness, revolution, power, authority, and labor and work. We will then apply these concepts to some of today's pressing social and political problems.

Courses with Course Subject: Spanish (SPANISH)

SPANISH 25 Advanced Intermediate Spanish (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Spanish.

Courses with Course Subject: Statistics (STATS)

STATS 20 Basic Statistics and Quantitative Literacy (4 credits)

Credit for Advanced Placement on the basis of the College Board Examination in Statistics (Score of 5).

STATS 101 Introduction to Applied Statistical Methods (4 credits)

This course will introduce students to common statistics used in social science research articles and the media with the goal of making them informed and critical consumers of research results reported by various sources. Students will gain understanding of the conceptual basis and purpose of different statistics, as well as the formulas for deriving them. The relationship of statistical analysis to other components of the research process will be explicated. The course will be taught using team-based learning with an emphasis on the application of new concepts, knowledge, and skills in the classroom. Application activities will include interpreting statistics presented in tables and graphics in research articles and the media, critiquing conclusions drawn from statistics, and using statistical software, such as SPSS or Stata, to conduct statistical tests and generate tables and graphics.

STATS 102 Introduction to Data Science (4 credits)

As an introductory course in data science, this course will show students not only the big picture of data science but also the detailed essential skills of loading, cleaning, manipulating, visualizing, analyzing and interpreting data with hands on programming experience.

Prerequisite(s): None. Not open to students who have credit for COMPSCI 101.

STATS 201 Introduction to Machine Learning for Social Science (4 credits)

In almost every field, there is a need to draw inference from or make decisions based on data. The goal of this course is to provide an introduction to machine learning that is approachable to diverse disciplines and empowers students to become proficient in the foundational concepts and tools while working with interdisciplinary real-world data. You will learn to (a) structure a machine learning problem, (b) determine which algorithmic tools are applicable to a given problem, (c) apply those algorithmic tools to diverse, interdisciplinary data examples, (d) evaluate the performance of your solution, and (e) how to accurately interpret and communicate your results. This course is a fast-paced, applied introduction to machine learning that arms you with the basic skills you will need in practice to both conduct analyses and effectively communicate your results.

Prerequisite(s): MATH 101 or 105, and STATS 101

STATS 210 Probability, Random Variables and Stochastic Processes (4 credits)

This course covers probability models, random variables with discrete and continuous distributions, independence, joint distributions, conditional distributions, expectations, functions of random variables, central limit theorem, stochastic processes, random walks, and Markov chains.

Prerequisite(s): MATH 205. COMPSCI 201 or COMPSCI 101 or STATS 102 is recommended.

STATS 301 Statistics (4 credits)

An introduction to the concepts, theory, and application of statistical inference, including the structure of statistical problems, probability modeling, data analysis and statistical computing, and linear regression. Inference from the viewpoint of Bayesian statistics, with some discussion of sampling theory methods and comparative inference. Applications to problems in various fields.

Prerequisite(s): MATH 201 and MATH 205

STATS 302 Principles of Machine Learning (4 credits)

This course covers maximum likelihood estimation, linear discriminant analysis, logistic regression, support vector machine, decision tree, linear regression, Bayesian inference, unsupervised learning, and semi-supervised learning. Students are not allowed to take both MATH 405 and STATS 302 because of the content overlap. Students who are planning to major in Data Science should take STATS 302.

Prerequisite(s): COMPSCI 201, STATS 210; and **Pre or Co-requisite(s):** MATH 304, MATH 305. Anti-requisite: MATH 405

STATS 303 Statistical Machine Learning (4 credits)

This course covers statistical inference, parametric method, sparsity, nonparametric methods, learning theory, kernel methods, computation algorithms and advanced learning topics.

Prerequisite(s): STATS 302

STATS 304 Bayesian and Modern Statistics (4 credits)

This course covers Bayesian inference, prior and posterior distributions, multi-level models, model checking and selection, and stochastic simulation by Markov Chain Monte Carlo.

Prerequisite(s): STATS 302

STATS 305 Study Design: Design of Surveys and Causal Studies (4 credits)

Investigation of study designs collecting data and their implications for statistical inference. Design and analysis of surveys of populations, including stratification, clustering, multi-stage sampling, design-based inference, considerations when analyzing convenience samples and big

data. Design and analysis of causal studies including randomized experiments, blocking, fractional factorial designs, non-randomized studies, propensity score analysis. Applications involving big data, health, policy, natural and social sciences.

Prerequisite(s): STATS 101

STATS 401 Data Acquisition and Visualization (4 credits)

This course introduces the principles and methodologies for data acquisition and visualization, along with tools and techniques used to clean and process data for visual analysis. It also covers the practical software tools and languages such as Tableau, OpenRefine and Python/Matlab.

Prerequisite(s): STATS 302

STATS 402 Interdisciplinary Data Analysis (4 credits)

This course covers interdisciplinary applications of data analysis for social science, behavioral modeling, health care, financial modeling, advanced manufacturing, etc. Students are expected to solve a number of practical problems by implementing data algorithms with R during their course projects.

Prerequisite(s): STATS 302

STATS 403 Deep Learning (4 credits)

This course covers neural network, deep belief network, Boltzmann machine, convolutional neural network, recurrent neural network, and deep learning applications for speech, image, video, etc.

Prerequisite(s): STATS 303

STATS 404 Probabilistic Graphical Models (4 credits)

This course covers Bayesian network, Markov random field, Gaussian graphical model, message passing, generalized linear model, expectation-maximization, factor analysis, state space model, conditional random field, variational inference, approximate inference, Dirichlet process, kernel graphical model and spectral algorithm.

Prerequisite(s): STATS 303

Courses with Course Subject: Third Language (TLANG)

TLANG 191 – Independent Study in Third Language 1 (4 credits)

This is a guided independent study course in which learners will learn basic skills in the target language. The specific goals and other aspects of the course (e.g. materials, learning methods) to be determined through discussion between the learner and instructor, but normally learners in this course will learn how to introduce themselves, manage daily interactions, and deal with daily life issues; in other words, the course will cover the amount and type of material normal for a first term language course. The target language must be one which faculty in the Language Learning Studio are able to speak and can provide coaching for. This course is for students whose Third Language track students, i.e. those whose English and Chinese language proficiency is such that they need no further study of these languages.

TLANG 192 – Independent Study in Third Language 2 (4 credits)

In this guided independent study course students will master the skills and language knowledge normally covered in a second term language course. While the specific goals and other aspects of the course (e.g. materials, learning methods) will be determined through discussion between the learner and instructor, normally learners in this course will learn how to carry on social conversation about themselves and their lives. The target language must be one which faculty in the Language This is a guided independent study course in which learners will learn basic oral and/or written skills for managing common social interactions in the target language. The specific goals and other aspects of the course (e.g. materials, learning methods) to be determined through discussion between the learner and instructor, but essentially the course will cover the amount and type of material normal for a second-level language course. The target language must be one which faculty in the Language Learning Studio are able to speak and can provide coaching for. This course is for Third Language track students.

Prerequisite(s): TLANG 191 or equivalent

TLANG 291 – Independent Study in Third Language 3 (4 credits)

In this guided independent study course students will master the skills and language knowledge normally covered in a third term language course. While the specific goals and other aspects of the course (e.g. materials, learning methods) will be determined through discussion between the learner and instructor, normally learners in this course will learn how to communicate about topics such as school life, work, travel and so forth. The target language must be one which faculty in the Language Learning Studio are able to speak and can provide coaching for. This course is for is for Third Language track students.

Prerequisite(s): TLANG 192 or equivalent

TLANG 292 – Independent Study in Third Language 4 (4 credits)

In this guided independent study course students will master the skills and language knowledge normally covered in a fourth term language course. While the specific goals and other aspects of the course (e.g. materials, learning methods) will be determined through discussion between the learner and instructor, normally learners in this course will learn how to communicate about topics such as one's country and community, social issues, and so forth. This is a guided independent study course in which learners will learn basic oral and/or written skills for talking about topics such as school life, work, travel and so forth. The specific goals and other aspects of the course (e.g. materials, learning methods) to be determined through discussion between the learner and instructor, but essentially the course will cover the amount and type of material normal for a second-level language course. The target language must be one which faculty in the Language Learning Studio are able to speak and can provide coaching for. This course is for Third Language track students.

Prerequisite(s): TLANG 291 or equivalent

Courses with Course Subject: US Studies (USTUD)

USTUD 210 American Musicals (4 credits)

This course examines the history of American musicals, focusing on the period from Show Boat to Sondheim with attention to poetics, aesthetics, and politics. It demonstrates how the American musical has functioned as a popular representation of key themes such as immigration, race and gender and sexual diversity. Students will learn to identify historical and cultural references, and place the evolution of the musical in its proper social and historical context, including the significance of Broadway and New York in the popular American cultural imagination. Students learn to interpret music as text and understand the relationship of musical theater to other musical forms such as blues, jazz, pop and rock.

USTUD 301 The Western Across Boundaries (4 credits)

This course studies the film genre that has, for better and for worse, defined what it means to be an American for Americans themselves and for the rest of the world. It places these films in the historical context of the American westward expansion, and the genocide of native Americans. It examines these films through the myths of the American pioneer, rugged individualism, heroic masculinity, and drama of the American landscape. By focusing on the concept of crossing boundaries, the course analyzes the concept of the frontier, the representation of frontier communities including Chinese and Irish immigrants, Hispanic peoples and native Americans.

USTUD 390 Junior Seminar: Advanced Topics

This seminar is a core component of the interdisciplinary major in US Studies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

USTUD 490 Senior Seminar: Advanced Topics

This seminar is a core component of the interdisciplinary major in US Studies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

Courses with Course Subject: Written and Oral Communication (WOC)

WOC 104 Introduction to University Writing for International Students (2 credits)

This is an introductory academic writing course designed for international students who attended high schools where English was not the medium of instruction, and have not previously studied academic writing in English. It is designed to help equip students with the academic reading & writing skills in English that they need to succeed in their DKU courses. This content-based language course is focused on the topic of language learning motivation. Through academic reading, writing papers, and delivering presentations which explore theories and narratives on language learning, students will become well prepared to meet the academic expectations of their DKU professors.

Prerequisite(s): None. Limited to CSL track students.

WOC 110 Should We Care About Endangered Languages (2 credits)

This course examines the issue of endangered languages, in particular whether or not it is important to be concerned about the decreasing number of languages in the world. Through studying this issue, staking out positions, and making cases for those positions, students will build their ability to present clear and effective arguments in papers and oral presentations.

WOC 190 Special Topics in Writing (2 credits)

This is a theme-based writing seminar course through which students strengthen their creative or expository writing skills through exploration of a topic chosen by the instructor. This course is open to all undergraduate students.

WOC 201 Academic Writing 1: Argumentation Across Disciplines (2 credits)

This course aims to help students become better academic writers by exploring how the features of a persuasive argument vary across the sciences, humanities, and social sciences. The course will first explore fundamental features of argumentative writing for a general audience, including organizational structure and language. Fundamentals in mind, the second half of the course explores how these ideas and practices can be adapted for specific academic purposes. The course will seek answers to the following questions: How do the means of persuasion change depending on the audience? How do disciplinary goals shape arguments? How do cultural and language differences influence persuasion in different contexts? How do citation and style conventions differ across disciplinary contexts and why?

Prerequisite(s): EAP 102B or equivalent

WOC 202 Academic Writing 2: Genre & Structure Across Disciplines (2 credits)

Genre & Structure Across Disciplines examines how genre knowledge can contribute to the construction of persuasive academic texts. It is a continuation of WOC201, adding genre knowledge and organizational strategies to previous discussions of the rhetorical and linguistic features of academic writing. Firstly, we explore the concepts of 'moves' in academic writing, including the CARS model, problem-solution, and general-specific texts. Secondly, we connect the ideas of moves to rhetoric & persuasion, exploring the concepts of literacy, discourse communities, intertextuality, and genre sets. The final project is a collaborative guide to writing across disciplines for the WLS and the DKU community.

Prerequisite(s): Must complete WOC 201 (Academic Writing 1: Argumentation Across Disciplines) with a grade of B or higher.

WOC 205 Writing about Endangered Languages (4 credits)

Through study of endangered languages, this course will help students improve their ability to research an issue by using library resources in multiple languages, and to write a well-grounded and persuasive course paper in which students make a case for their position on this issue; students will also improve their ability to make their case through a well-informed and persuasive oral presentation. Last but not least, through study of this issue, students will learn more about the role of languages in today's globalizing world.

Prerequisite(s): EAP 102B or equivalent or consent of the instructor.

WOC 206 Debating Scenarios for Sustainable Futures (2 credits)

This course will focus on the fundamentals of argumentation, refutation, and value and impact analysis. Rather than allowing debates to end with a winner, however, students will also explore the importance of reconciliation with consensus-building tasks that generate alternative solutions by considering all stakeholder perspectives and suggesting amicable resolutions to these debates.

Prerequisite(s): EAP 101B or equivalent or consent of the instructor

WOC 208 An Introduction to Language Teaching (2 credits)

This course introduces the key components of language teaching to students who have an interest in teaching languages and who may wish to engage in language teaching assignments either during or after their DKU studies. Based on the Cambridge English Teaching Framework and using English as the main language of focus, the course is rooted in pedagogical theory focusing on practical knowledge and teaching skills that can be easily applied to the teaching of various languages (i.e. not only teaching English). The primary objective of the course is to build students' awareness of what effective language teaching is and to equip them with the essential skills needed to start teaching.

WOC 211 Composing Research 1: Developing a Research Proposal (2 credits)

WOC 211 aims at preparing students for their signature work at DKU and similar projects. This research preparedness course will engage students with writing on the research process and guide them in producing a research proposal on their chosen topics. Students will search for and evaluate relevant literature, store and manage references, frame the research question(s), and determine research approaches. Students will develop their critical thinking, problem-solving, teamwork, and communication skills during the research proposal writing process. These learning modules will help students learn how to engage in academic conversations and contribute to the existing literature.

WOC 213 From Text to World: Editing and Publishing (2 credits)

In this course students will learn the fundamentals of editing while working together to produce a publication (anthology or journal/magazine issue) that showcases the talents of DKU's student writers. Students will learn how to give more effective feedback, edit for style and content, and consider texts from a potential reader's perspective, while following the journey of a written text from the writer's conception to the editors' curation and finally into print. Each student will undertake an independent writing project upon which they will practice the editing and revision skills we learn in this class. Students are encouraged to contact the instructor in advance to learn about the publication's theme for a given session and to discuss their potential independent project.

WOC 290 Special Topics in Written and Oral Communication (4 credits)

This is a theme-based writing seminar course that has an emphasis on cross-cultural inquiry. It provides guided practice in intellectual reading and writing of the sort expected in courses across the academy and in civic and professional life beyond the university. The specific theme of the course will vary according to instructor. This course may be repeated for credit if the course content of the two courses is different.

This course is open to all undergraduate students, but for EAP-track students the prerequisite is EAP 102. For EAP-track students, this course can be counted toward completion of their 4 EAP course requirement.

Prerequisite(s): EAP 102B or equivalent or consent of the instructor

Part 11: Academic Calendar 2021-22

(NOTE: CALENDAR SUBJECT TO CHANGE)

Please go to the following website for the most up-to-date version.

https://dukekunshan.edu.cn/sites/default/files/u102705/dku_acdemic_calendar_2021-2022_final.pdf

Fall 2021

August 15	Sunday at 9:00 AM. All new undergraduate students (Class of 2025) and all graduate students move-in.
August 20	Friday at 9:00 AM. Returning undergraduate students move-in.
August 23	Monday. Undergraduate and graduate classes begin.
August 26	Thursday. Drop/add ends for first 7-week undergraduate session. Last day to declare CR/NC for Spring 2021 courses for classes of 2022-24
September 3	Friday. Drop/add ends for graduate classes.
September 17	Friday. Undergraduate and graduate classes continue, classes meet on a Monday Schedule.
September 18	Saturday. Undergraduate and graduate classes continue, classes meet on a Tuesday Schedule.
September 19-21	Sunday -Tuesday. Mid-Autumn Festival – **No classes.**
September 23	Thursday. Last day to withdraw with a W grade for first 7-week classes; Last day for I grade change of spring 2021 classes. Last day to declare CR/NC for Fall 2021 first 7-week courses for class of 2025
October 1-7	Friday – Thursday. Chinese National Day Holiday – **No classes.**
October 14	Thursday. First 7-week undergraduate session end.
October 15-17	Friday-Sunday. Undergraduate reading period.
October 18-21	Monday-Thursday. First 7-week undergraduate session final examinations. Graduate classes continue.
October 25	Monday. Second 7-week undergraduate session begins.
October 28	Thursday. Drop/add ends for second 7-week undergraduate session.
November 25	Thursday. Graduate classes end (ECE classes continue); Last day to withdraw with a W grade for second 7-week classes; Last day for I grade change of Fall 2021 first 7-week classes. Last day to declare CR/NC for Fall 2021 second 7-week courses for class of 2025
November 26- 30	Friday-Tuesday. Graduate reading days; ECE classes continue.
December 1-3	Wednesday-Friday. Graduate exams.
December 2	Thursday. ECE classes end.

December 3-7	Friday -Tuesday. ECE program reading days.
December 8-10	Wednesday - Friday. ECE program exam period.
December 9	Thursday. Second 7-week undergraduate session ends.
December 10-12	Friday-Sunday. Undergraduate reading period.
December 13-16	Monday-Thursday. Undergraduate final examinations.
December 17	Friday at Noon. All residence halls close for Winter Break.

Spring 2022

January 7	Friday at 9:00 AM. All residence halls reopen.
January 10	Monday. Undergraduate and graduate classes begin.
January 13	Thursday. Drop/add ends for first 7-weeks undergraduate session. Last day to declare CR/NC for Fall 2021 courses for classes of 2022-24
January 21	Friday. Drop/add ends for graduate classes.
January 31- February 6	Monday-Sunday. Spring Festival – Chinese New Year **– No classes**
February 7	Monday. All classes resume.
February 17	Thursday. Last day to withdraw with a W grade for first 7-week classes; Last day for I grade change of fall 2021 second 7-week classes. Last day to declare CR/NC for Spring 2021 first 7-week courses for class of 2025
March 3	Thursday. First 7-week undergraduate session ends.
March 4-6	Friday-Sunday. Undergraduate Reading Days.
March 7-10	Monday-Thursday. First 7-week undergraduate session final examinations. Graduate classes continue.
March 14-18	Monday-Friday. Mini-term week for undergraduate students; Spring recess for graduate programs.
March 21	Monday. Second 7-week undergraduate session begins.
March 24	Thursday. Drop/add ends for second 7-week undergraduate session.
April 1	Friday. Undergraduate and graduate classes continue, classes meet on a Monday Schedule.
April 2	Saturday. Undergraduate and graduate classes continue, classes meet on a Tuesday Schedule.
April 3-5	Sunday-Tuesday. Qing Ming – Tomb Sweeping Day – **No classes**
April 21	Thursday. Graduate classes end (ECE classes continue); Last day to withdraw with a W grade for second 7-week classes; Last day for I grade change of spring 2021 first 7-week classes. Last day to declare CR/NC for Spring 2021 second 7-week courses for class of 2025
April 22-26	Friday-Tuesday. Graduate Reading Days; ECE classes continue.
April 27-29	Wednesday-Friday. Graduate exams.
April 28	Thursday. ECE Classes end.
April 29-May3	Saturday -Tuesday. ECE program reading days.

April 29	Friday. Undergraduate classes continue, classes meet on a Monday Schedule.
April 30	Saturday. Undergraduate classes continue, classes meet on a Tuesday Schedule.
May 1-3	Monday. International Labor Day Celebration – May Day – **No classes**
May 4-6	Wednesday - Friday. ECE program exam period.
May 5	Thursday. Second 7-week undergraduate session ends.
May 6	Friday. Graduate Commencement.
May 6-8	Friday - Sunday. Undergraduate Reading Days.
May 9-12	Monday - Thursday. Undergraduate final exam period.
May 20	Friday. Undergraduate Commencement.
May 21	Saturday at Noon. All residence halls close

Summer 2022

To Be Announced	Military Training for undergraduate freshmen students starts (required for mainland Chinese students and optional for HMT students).
To Be Announced	Military Training ends.
To Be Announced	Summer 7-week session starts (mainland and HMT students only)
To Be Announced	Summer 7-week session ends.
To Be Announced	Summer 7-week exam period.

Part 12: Useful Contacts

- Chancellor's Office: chancellorsoffice@dukekunshan.edu.cn
- Registrar's Office: DKU-registrar@dukekunshan.edu.cn
- Office of Undergraduate Studies: ugstudies@dukekunshan.edu.cn
- Office of Global Education: DKU-globaledu@dukekunshan.edu.cn
- Office of Signature Work: signaturework@dukekunshan.edu.cn
- Office of Undergraduate Advising: advising@dukekunshan.edu.cn
- Academic Resource Center (ARC): dku-arc@dukekunshan.edu.cn
- Writing and Language Studio (WLS): dku_wls@dukekunshan.edu.cn
- Library: dkulibrary@dukekunshan.edu.cn
- Office of Student Affairs: dku-studentaffairs@dukekunshan.edu.cn
- Residence Life: residencelife@dukekunshan.edu.cn
- Chinese Student Services: DKU-Chinese-student-services@dukekunshan.edu.cn
- International Student Services: DKU-ISS@dukekunshan.edu.cn
- Student Activities: activities@dukekunshan.edu.cn (including sports/athletics inquiries)
- Student Health: campushealth@dukekunshan.edu.cn
- CAPS: counselingappointment@dukekunshan.edu.cn
- Career Services: careerservices@dukekunshan.edu.cn
- Undergraduate Admissions:
    - china-admissions@dukekunshan.edu.cn (Duke Kunshan China Admissions);
    - Intl-admissions@dukekunshan.edu.cn (Duke Kunshan International Admissions)
- Financial Aid:
    - china-finaid@dukekunshan.edu.cn (Duke Kunshan China Financial Aid);
    - international-finaid@dukekunshan.edu.cn (Duke Kunshan International Financial Aid)
- Student Finance: DKU-bursar-ug@dukekunshan.edu.cn