Introduction

Given the current pace of social and technological change in the world community, a firm grounding in the liberal arts is essential to one’s prospects for success. Although recent trends in higher education highlight the proliferation of job-specific training, a well-rounded, liberal arts education is more relevant now than ever before. While highly specialized training and knowledge may prove helpful in landing one’s first job, those who will build successful careers and lead us into the future will have a much broader, more transferable set of skills. Our graduates will be able to think critically while analyzing complex issues and developing creative solutions to problems that we have not yet imagined. The written and oral communication skills honed by a liberal arts program will allow our graduates to communicate their ideas concisely and effectively to both specialized and lay audiences. Working across disciplines to evaluate ideas and arguments throughout their college career, liberal arts graduates develop the technological and cultural literacy necessary to thrive in the global marketplace. In short, our leaders of the future will possess the skills and attributes that have long defined a liberal arts education.

In the College of Liberal Arts, our students learn how to learn by exploring a rich diversity of rigorous coursework in the humanities and social sciences, including anthropology, English, history, philosophy, sociology, religion, psychology and foreign languages. Many of our courses are taught in intimate, seminar-style settings that encourage students to engage our world-class faculty in meaningful discourse that expands world views and enhances analytical reasoning skills. Equally important is the flexibility afforded students within the liberal arts curriculum, which provides them with myriad opportunities to supplement their classroom education in meaningful ways by participating in study abroad programs, engaging in directed research, pursuing original scholarship through independent studies, and gaining valuable professional experience in internship programs. Taken together, these liberal arts experiences not only prepare students for rewarding careers, but for fulfilling lives as informed and engaged citizens of the world.

Accreditation

Departments and programs at Temple University are accredited by the Middle States Commission on Higher Education (www.msche.org http://www.msche.org). Individual departments and programs may carry additional accreditation by the official accreditation body for that discipline.
Special Programs

Center for Internships & Career Development
Michael Szekely, Coordinator
Third Floor, 1810 Liacouras Walk
215-204-6704
mszekely@temple.edu

The Center for Internships and Career Development (CICD) links College of Liberal Arts students and faculty to organizations in the greater Philadelphia region in order to provide applied learning and career-oriented opportunities, as well as forums for engaged research. This also includes the development of experiential and career development programs and resources, including: internships (from smaller community-based organizations to larger non-profit organizations, from social services agencies to governmental agencies, from publishing firms to law firms), externships, volunteering, community service, building résumés, interviewing techniques, and matching the breadth of skills associated with a liberal arts education to concrete career paths and goals. Comprehensive manuals are also available for students, faculty, and departments. Contact the CICD to schedule an appointment.

First-Year Writing Program

www.temple.edu/english/fywp/

Rachael Groner, Co-Director
1046 Anderson Hall
215-204-2212
rgroner@temple.edu

First-Year Writing includes two main 4-credit courses, ENG 0701 Introduction to Academic Discourse and ENG 0802 Analytical Reading and Writing. First-Year Writing also includes ENG 0711 and ENG 0812, which are alternative versions of ENG 0701 and ENG 0802 (respectively) designated especially for English as a Second Language (ESL) students. The ESL sections of all of our courses are equivalent in weight and credit to their direct counterparts.

Entering students are either placed into the 0701-0802 sequence, placed into 0802 only, or exempted from these courses entirely. Placement is based on a formula which takes into account the results of the placement exam, high school rank, and the SAT verbal score.

If a student places into ENG 0701/ENG 0711, he or she may not enroll in ENG 0802/ENG 0812 until ENG 0701/ENG 0711 is completed successfully, with a grade of C- or better. ENG 0802/ENG 0812 may not be taken for credit by students who have successfully completed ENG 0902 Honors Literature/Reading/Writing.

ENG 0802/ENG 0812 is a required course in the General Education program. Students are strongly advised to successfully complete ENG 0802/ENG 0812 before taking IH 0851 and IH 0852, any upper-level course in the College of Liberal Arts (all courses numbered 2000-4999), and all Writing Intensive courses (course numbers ending in -96, -97, and -98).

Students are advised to take the required three-course sequence of Analytical Reading and Writing, Mosaic I, and Mosaic II (IH 0851 and IH 0852) in order and in successive semesters.

Intellectual Heritage Program (Mosaic Humanities Seminars I & II)

www.temple.edu/ih/

http://gened.temple.edu/students/courses/mosaic/

214 Anderson Hall

Joseph Schwartz, Director
jschw@temple.edu

Gayle Schooley, Administrator
614 Anderson Hall
215-204-7210
gschooley@temple.edu

Linda Tribune, Coordinator
214 Anderson Hall
215-204-3177
victor1@temple.edu
The Intellectual Heritage Program offers a two-course sequence, IH 0851 Mosaic: Humanities Seminar I and IH 0852 Mosaic: Humanities Seminar II, which is part of the university General Education curriculum. Engaging with some of the rich, complex, and historically-significant texts that have shaped our culture, students build strong communication skills and intellectual curiosity. Students become familiar with some of the key concepts and moments in Western and other intellectual traditions.

Students are required to complete the General Education Curriculum. Transfer students should see their academic advisor for more information regarding their IH placement. Satisfactory completion of ENG 0802 is strongly advised prior to taking the Mosaic sequence. Honors versions of the Mosaic sequence are offered as IH 0951 and IH 0952, respectively.

Study Abroad
Undergraduates majoring in any liberal arts discipline may pursue a large variety of study abroad options. Temple University has campuses in Rome, Italy, and Tokyo, Japan. We offer programs in London, England, Oviedo, Spain, and exchange programs with universities in England, Germany, and Puerto Rico. Summer programs are offered in a number of countries, such as France, Germany, Ghana, Great Britain, India, Italy, Japan, and South Africa. In addition, CLA undergraduates can choose to study in non-Temple programs around the world.

Four advisors in CLA specialize in assisting students in planning their curriculum to take advantage of the study abroad option(s): Nicole Conley, Dina Malennikova, Jocelyn Tutrani, and Melissa Valdes. Students are urged to see an advisor about one year prior to their anticipated study abroad semester to determine their academic plan.

See the Office of Education Abroad and Overseas Campuses, 200 Tuttleman Learning Center or www.temple.edu/studyabroad for more information about study abroad options.

University Honors Program

Departmental Honors Programs
Several departments in the College of Liberal Arts offer an Honors track for their majors. Students should consult the Bulletin information listed under the individual majors for eligibility, specific program requirements, and contacts.

Five Year- BA/MA 4+1 Programs
Some departments in the College of Liberal Arts offer their high-achieving majors the opportunity to apply to their Master of Arts degree program during their junior year. Students admitted into these programs typically take up to 12 graduate credits that count towards both the BA and the MA degrees, leaving only one year of additional coursework beyond the BA to complete the MA program. In addition, students are not required to take the Graduate Record Examination, the standardized test most students take to gain entry to graduate school. The departments offering this option are: Criminal Justice and English. For more information on this program, consult your faculty advisor.

Temple Law Scholars Program
Paul Crowe, Director
7th floor Anderson Hall
215-204-8591
pcrowe@temple.edu

The Temple Law Scholars Program provides an opportunity for outstanding students to gain provisional admission to the Temple University Beasley School of Law at the same time they are accepted into the College of Liberal Arts. As Temple Law Scholars, students spend their undergraduate years in Temple's Honors Program, after which they enroll in the Beasley School of Law, leading to the JD degree. Scholars will take advantage of special opportunities, including internships, mock trial competitions, attendance at special events and lectures, and sitting in on law school classes.

The Temple Law Scholars Program is highly selective. To be considered, applicants must be accepted into the Honors Program. High class standing, high SAT scores, and superior letters of recommendation are expected, as is an articulate, thoughtful essay. In addition, other criteria used in the decision-making process include above-average maturity, community service, leadership, and a genuine commitment to the legal profession and service to others.

Application to the Temple Law Scholars Program takes place at the same time students apply to the College of Liberal Arts. The application materials include the Temple undergraduate admission application, the Temple Law Scholars application, a letter of recommendation, and an essay on a topic assigned by the Temple Law Scholars admissions committee. An interview may also be required. The deadline for receipt of all application materials is April 1. Applications received before March 1 will receive priority treatment.
Honor Societies and Awards for Achievement

Awards
During the graduation season in May, the Baccalaureate Awards Ceremony is held to honor seniors who have demonstrated outstanding academic performance and/or exceptional service to the college. Junior scholarship recipients are recognized at an annual event in the fall. These prizes are awarded competitively and are a testament to the excellence of the College of Liberal Arts undergraduates. For more information on awards offered for particular majors, see www.cla.temple.edu/awards-and-scholarships/, the web site for your department, or ask your faculty advisor about the awards nomination process.

Phi Beta Kappa

Student Association Information

Majors’ Associations
Most of the departments in the College of Liberal Arts support student interest groups, clubs, and majors’ associations. These organizations provide opportunities for students from the individual disciplines of the liberal arts to meet one another and to extend the learning experience beyond the classroom. Some of these associations invite their alumni back to campus to connect with current undergraduates and talk with them about the wide range of career options open to liberal arts graduates.

Participation in the majors’ associations has significant benefits. Active involvement cultivates skills in leadership, team work, cultural sensitivity, and public speaking, all of which are highly valued in the workplace. Students are strongly encouraged to participate in these organizations.

Special Facilities
College of Liberal Arts - Information Technology (CLA IT)
The College of Liberal Arts offers cutting-edge technology and resources for students, faculty and staff. Our IT staff manages over 100 technology-enabled smart classrooms, more than 560 computer stations in both laboratory, kiosk, and classroom settings, in addition to a wireless network with 100% coverage in all CLA spaces.

Temple University
College of Liberal Arts
Information Technology
Anderson Hall, Room 21
1114 Polett Walk
Philadelphia PA, 19122-6090
Phone: 215-204-3213
www.temple.edu/clait/

Computer Labs and Computer Classrooms
CLA IT maintains 11 computer classrooms ranging in size from 14 to 70 seats, plus a 100 seat public drop-in lab located in Anderson 21. For complete details, see www.temple.edu/clait/labs/.

Hours of Operation:
Fall/Spring Semesters and Study/Exam Days: All facilities are open 7:30 AM to 9:30 PM Monday through Thursday and until 7:30 PM on Fridays. The exceptions are Weiss 640 and both Tuttleman labs. Weiss 640 closes at 7:30 PM daily. For the Tuttleman labs hours, please visit the Writing Center web site (http://www.temple.edu/writingctr). There are no weekend hours.

Summer Sessions, Spring Break, and Winter Break: All facilities are open 8:00 AM to 7:30 PM Monday through Friday with the exception of the Tuttleman labs. For the Tuttleman labs hours, please visit the Writing Center web site (http://www.temple.edu/writingctr). There are no weekend hours.

Select Staff:
Marc Getty, Director of Information Technology
Building Manager Anderson & Gladfelter Halls
Anderson Hall 21
marc.getty@temple.edu
215-962-5603
Vinodh Ganesan, Assistant Director, Web and Database  
Anderson Hall 21  
vinodh@temple.edu  
215-204-5985

Rodney Holloway, Evening Manager, Computer Labs  
Anderson Hall 21  
R.T.Holloway@temple.edu  
215-204-3213

Cyril Ireland, Manager, Classroom Support  
Anderson Hall 21  
cireland@temple.edu  
215-435-1313

Jack Knorr, Assistant Director, Psychology/Neuroscience  
jack.knorr@temple.edu  
215-204-7322

Lido Paglia, Associate Director for Infrastructure  
Anderson Hall 21  
lido.paglia@temple.edu  
215-204-3213

Frank Palazzo, Manager, Media Learning Center  
Anderson Hall 21  
frank.palazzo@temple.edu  
215-204-5439

Ben Peters, Technical Support Specialist  
Anderson Hall 21  
ben.peters@temple.edu  
215-204-1944

Crystal Schulz, Manager, Computer Labs  
Anderson Hall 21  
crystal.schulz@temple.edu  
215-204-3213

Jonathan Todd, Manager, Desktop Support  
Anderson Hall 21  
Jonathan.todd@temple.edu  
215-204-3213

**Media Learning Center (MLC)**

The Media Learning Center, a service of the College of Liberal Arts, is located within the Education Technology Center in Anderson Hall, Room AL21. The MLC provides audio, video, 16mm, slide, and printed materials for faculty use in the classroom. The center also provides facilities for students to view course related media.

[www.temple.edu/mlc/](http://www.temple.edu/mlc/)

**Student Contact Information**

On the department or academic program pages within this *Bulletin*, students will find contact information for departmental representatives (department chairs, undergraduate advisors, etc.) Other faculty contact information is available using the Cherry and White directory [https://directory.temple.edu/](http://directory.temple.edu/) or by visiting the departmental web sites, located at the College of Liberal Arts home page: [www.cla.temple.edu](http://www.cla.temple.edu).

Faculty members keep regular office hours each semester, which are posted on syllabi and in the department offices.

**Academic Policies & Regulations**

University policies and regulations generally apply to all undergraduate students and provide a framework within which schools and colleges may specify further conditions or variations appropriate to students in their courses or programs.
Academic Residency Requirements
Upon transferring into the College of Liberal Arts, all students must complete at least 30 credits of coursework as a degree-seeking student, completing at least half of the courses required for any major, minor, or certificate program at Temple University.

In order to be considered for Latin honors (cum laude, magna cum laude, and summa cum laude), a student must complete a minimum of 60 credits at Temple University and meet the GPA requirements as set out in the University policy.

Course Levels
All College of Liberal Arts undergraduate courses are open to all students who have successfully completed appropriate course prerequisites and are divided into four categories:

- Preparatory courses numbered 0700-0799.
- General Education courses numbered 0800-0999.
- Upper-level courses numbered 2000-4999.

Courses Taken at Other Institutions
Degree-seeking Temple students must always petition for the prior approval of their dean or dean's designee to take courses at another institution. (Refer to Permission to Complete a Course at Another Institution after Matriculation (http://bulletin.temple.edu/archives/2014-2015/undergraduate/academic-policies/permission-complete-course-institution-matriculation).) Petitions are available in the College of Liberal Arts Academic Advising Center.

Dean's List
Each fall and spring semester, those undergraduates who have met the credit hour and academic criteria for their school or college are placed on the Dean's List. See the Dean's List (http://bulletin.temple.edu/archives/2014-2015/undergraduate/academic-policies/deans-list) policy for specific GPA and credit-hour requirements.

Declaration of Major
Students in the College of Liberal Arts must declare their major before completing 60 credits, including credits transferred from other institutions. Undeclared students with 45 or more credits are required to meet with an advisor in the Academic Advising Center before registering.

Intra-University Transfer
Students who wish to Intra-University Transfer (IUT) into the College of Liberal Arts from other colleges and schools at Temple must have at least a 2.0 GPA in the intended major and overall. Students will not be permitted to IUT as undeclared majors if they have completed, or are in the process of completing, 60 or more credits.

Applying For Graduation
During the semester immediately prior to the semester in which students will complete their degree requirements, they must apply for graduation by completing the on-line graduation application available through Self Service Banner. Students planning to graduate in August or January must apply by April 1 and students planning to graduate in May must apply by November 1.

All applications received by the deadlines noted above will be reviewed by academic advisors in advance of the next semester and students will be notified of any necessary schedule revisions to fulfill remaining requirements.

Students are responsible for ensuring their intended graduation date is up-to-date by contacting their advisor.

Placement Tests
All incoming freshmen must take diagnostic English and mathematics placement tests. Transfer students who have not completed ENG 0802 or a college-level math course are also required to take placement examinations. The results of these tests determine if students are required to enroll in introductory composition and mathematics courses. Students assigned to ENG 0701/ENG 0711 must register each semester for that course until the requirement is completed. Only upon successful completion of ENG 0701/ENG 0711 can such students enroll in ENG 0802/ENG 0812. Students assigned to courses designed to remedy deficiencies in mathematics are required to complete those courses (MATH 0701 or MATH 0702) before enrolling in the mathematics component of the University General Education Program (GenEd (http://bulletin.temple.edu/archives/2014-2015/undergraduate/general-education)). Incoming students must also take a foreign language placement examination if they plan to continue a language previously studied or if they wish to place out of the foreign language requirement.

Plagiarism & Academic Cheating
Plagiarism and academic cheating are unacceptable in College of Liberal Arts courses. The development of independent thought and a respect for the thoughts of others is essential to intellectual growth. The penalty for plagiarizing or cheating as a first offense is normally an F in the course in which
the offense is committed. In such cases, the instructor will write a report to the dean. The CLA Grievance Committee will adjudicate appeals made by students and serious cases, or repeat offenses, referred to the committee by an instructor or the dean. The dean may recommend suspension or expulsion from the university when warranted. Instructors may also refer the offense to the University Disciplinary Committee (UDC) for adjudication.

The prohibition against plagiarism and cheating is intended to foster this independence and respect. For more information, see Academic Honesty (http://bulletin.temple.edu/archives/2014-2015/undergraduate/about-temple-university/student-responsibilities/#academichonesty) under Student Responsibilities.

**Academic Standing, Warning, Probation, Dismissal, & Reinstatement**

To maintain academic good standing in the university, a student enrolled in an associate or baccalaureate degree-seeking program must achieve both a semester grade point average and a cumulative grade point average of at least a 2.0. See the University policy on Academic Standing (http://policies.temple.edu/getdoc.asp?policy_no=02.10.11) for details on academic warning, academic probation, academic dismissal and reinstatement. Also see the policy on Academic Forgiveness (http://policies.temple.edu/getdoc.asp?policy_no=02.10.17).

**Withdrawal from Classes**

During the first two weeks of the fall or spring semester or summer sessions, students may drop one or more courses with no record of the class appearing on the transcript. In weeks three through nine of the fall or spring semester, or during weeks three and four of the summer sessions, students may withdraw with the assistance of an academic advisor—or by using the withdrawal function in Self-Service Banner (SSB). Instructors’ signatures are not required to withdraw. The course will be recorded on the transcript with the notation of "W," indicating that the student withdrew. After week nine of the fall or spring semester, or week four of summer sessions, students may not withdraw from courses.

For the complete policy, please refer to the Academic Policies (http://bulletin.temple.edu/archives/2014-2015/undergraduate/academic-policies/withdrawal-policies) section of this Bulletin.

**Requirements for the Baccalaureate Degree**

**Credit Hour Requirements**

Bachelor of Arts and Bachelor of Science degrees in the College of Liberal Arts require a minimum of 123 credits, distributed according to the university and college policy outlined below, with at least a 2.0 cumulative grade point average (GPA). A minimum 2.0 GPA must also be maintained in College of Liberal Arts and College of Science and Technology (hereafter "CLA/CST") coursework and in the major.

To earn a CLA baccalaureate degree, a student must complete a minimum of 123 credits, including: 90 credits in CLA/CST courses, 45 credits of which must be at the upper level (numbered 2000-4999). Of that, 6 credits must be outside the student’s major division (e.g. Social Sciences or Humanities).

A maximum of 9 credits of Independent Study can be applied to the Bachelor's degree. This does not include internship, externship, or research credits.

**Degree Eligibility**

The College of Liberal Arts does not award baccalaureate degrees to students who have already completed an accredited first Bachelor’s, Master’s, or Ph.D. degree, regardless of when the degree was completed.

**University Requirements**

All students entering an undergraduate degree program are required to complete the university General Education (GenEd (http://bulletin.temple.edu/archives/2014-2015/undergraduate/general-education) ) curriculum.

All students must take a minimum of two writing-intensive courses at Temple University as designated by their major requirements. The specific writing-intensive courses required for each major are listed on the individual program pages and are identified by "WI."

**Foreign Language/Global Studies Requirement for Bachelor of Arts Students**

**NOTE:** This is *not* required for students majoring in the Bachelor of Science in Neuroscience: Systems, Behavior, & Plasticity program.

1. All B.A. students complete the second level of a foreign language;
2. All B.A. students must complete at least one course from the GenEd Global/World Society category; and
3. All B.A. students must complete one of the following options:
   - Third level of a foreign language;
   - Demonstrated proficiency in a foreign language;
   - A second General Education Global/World Society course;
   - Study Abroad at an approved program; or
   - Take one Global Studies course from the following list:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 2361</td>
<td>Peoples of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2362</td>
<td>Peoples and Cultures of the Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2364</td>
<td>People and Culture of the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2374</td>
<td>The Anthropology of Modern China</td>
<td>3</td>
</tr>
<tr>
<td>ASST 2021</td>
<td>Japanese Literature in Film</td>
<td>3</td>
</tr>
<tr>
<td>ASST 2501</td>
<td>Introduction to East Asia: China</td>
<td>3</td>
</tr>
<tr>
<td>ASST 2502</td>
<td>Introduction to East Asia: Japan</td>
<td>3</td>
</tr>
<tr>
<td>ASST 2503</td>
<td>Introduction to Southeast Asia: Insular</td>
<td>3</td>
</tr>
<tr>
<td>ASST 2504</td>
<td>Introduction to Southeast Asia: Mainland</td>
<td>3</td>
</tr>
<tr>
<td>CHI 2011</td>
<td>Pre-Modern Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2601</td>
<td>Introduction to Postcolonial Literatures</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2712</td>
<td>International Film</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3112</td>
<td>Masterpieces of European Drama</td>
<td>3</td>
</tr>
<tr>
<td>GUS 2032</td>
<td>Urban Systems in a Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>GUS 2073</td>
<td>African Development</td>
<td>3</td>
</tr>
<tr>
<td>GUS 3073</td>
<td>Geography of Travel and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>GUS 3097</td>
<td>Environment &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>GRC 1004</td>
<td>Introduction to the Ancient City</td>
<td>3</td>
</tr>
<tr>
<td>GRC 2002</td>
<td>Gender in Classical Antiquity</td>
<td>3</td>
</tr>
<tr>
<td>GRC 2101</td>
<td>The Greeks</td>
<td>3</td>
</tr>
<tr>
<td>GRC 2102</td>
<td>The Romans</td>
<td>3</td>
</tr>
<tr>
<td>HEBR 3711</td>
<td>Israelis and Palestinians</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1501</td>
<td>Third World History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1702</td>
<td>World History Modern</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2304</td>
<td>20th Century Europe: A Continent in Crisis</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2702</td>
<td>Imperialism, Race, and Empire</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 2221</td>
<td>Italian Culture through Film</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 3201</td>
<td>Italian Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 3240</td>
<td>Topics in Italian Cinema and Literature</td>
<td>3</td>
</tr>
<tr>
<td>JPNS 2012</td>
<td>Modern and Contemporary Japanese Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>JPNS 2021</td>
<td>Japanese Literature in Film</td>
<td>3</td>
</tr>
<tr>
<td>JPNS 2096</td>
<td>Japanese Popular Culture and Literature</td>
<td>3</td>
</tr>
<tr>
<td>LAS 1001</td>
<td>Perspectives on Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LAS 2232</td>
<td>Politics of Development in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1201</td>
<td>Foreign Governments and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1301</td>
<td>International Politics</td>
<td>3</td>
</tr>
<tr>
<td>REL 2002</td>
<td>Religion and Human Sexuality East &amp; West</td>
<td>3</td>
</tr>
<tr>
<td>REL 2606</td>
<td>Introduction to Islam</td>
<td>3</td>
</tr>
<tr>
<td>REL 3001</td>
<td>Earth Ethics</td>
<td>3</td>
</tr>
<tr>
<td>RUS 1201</td>
<td>Russian Culture</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3219</td>
<td>Globalization: Causes, Promises and Discontents</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3221</td>
<td>Global Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3511</td>
<td>Sociology of the Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

*(Please note: The Foreign Language/Global Studies requirement does not pertain to students pursuing the B.S. in Neuroscience. Neuroscience majors under the GenEd program must complete one Global/World Society course.)*

**Major**

Students must also complete the requirements of a major. The minimum acceptable grade in a course taken to fulfill major requirements is a “C-,” though students need a 2.0 GPA overall in major coursework in order to graduate. At least half of the coursework required for a major must be taken at Temple University.
Students are permitted to double-major (both inside CLA and across schools and colleges) but Temple University does not permit transcription of a third major.

Students are encouraged to declare their major as soon as possible, and university policy requires that a major must be declared by the time a student has earned 60 credits.

Major requirements are determined by the effective semester of their declaration. The Academic Advising Center is responsible for making this assignment and informs the student via e-mail.

Students who wish to declare or change their major or minor should consult the Academic Advising Center at 1810 Liacouras Walk, Suite 301.

**B.A. and B.S. majors are offered in the divisions of the Humanities and the Social Sciences.**

- **Humanities**: English, French, German, Greek and Roman Classics, Italian, Japanese (only available at our Japan campus), Philosophy, Religion, and Spanish (includes tracks in Language, Literature and Linguistics, Professional Studies, Education)
- **Social Sciences**: African American Studies, American Studies, Anthropology (includes tracks in Human Biology and Visual Anthropology), Asian Studies, Criminal Justice, Economics, Environmental Studies, Geography and Urban Studies, Global Studies, History, Jewish Studies, Latin American Studies, Mathematical Economics, Neuroscience: Systems, Behavior and Plasticity (B.S.), Political Science, Psychology, Sociology (includes track in Sociology of Health), and Women's Studies

**Upper-level Distribution Requirements**

All B.A. and B.S. students in the College of Liberal Arts must complete upper-level distribution requirements by taking two upper-level (numbered 2000-4999) CLA courses outside the curriculum division of the major (or upper-level College of Science and Technology courses) as stated above.

Students who have double majors in two different divisions automatically satisfy the distribution requirement.

*Note: The Humanities Division has been expanded to include upper-level courses in Art History from the Tyler School of Art.*

**Military Science Courses**

Undergraduate students in the College of Liberal Arts whose degree programs allow for free electives may apply up to 12 credits of military science courses at the 3000 and 4000 levels in Aerospace Studies (Air Force ROTC), Military Science (Army ROTC), and Naval Science (Navy ROTC).

**Courses Inapplicable to Graduation**

Students will not receive credits for lower-level courses after successful completion of higher-level courses in sequenced courses of study. This only applies to the First Year Writing sequence in English (0701-0802), and all courses in Mathematics and Foreign Languages. For example, after passing a SPAN 1002 course, a student will not receive credits for SPAN 1001.

**Credit/No Credit**

During the junior and senior years, any College of Liberal Arts student who is in good standing and taking a minimum of 12 semester hours may elect to take one course each semester on a Credit/No Credit basis, except for courses that count toward major, minor, GenEd, or distributional requirements. Application must be made at the Academic Advising Center during the first two weeks of a fall or spring semester course and during the first three days of a first or second summer session course.

**Special Major & Minor Requirements**

**Interdisciplinary Major**

Rather than major in an existing department or program, students may apply for a major in Interdisciplinary Studies. The proposed major should consist of coursework totaling at least 36 semester hours and be justified in terms of some thematic unit of cohesive rationale. The program must not closely resemble any major currently available in the College of Liberal Arts.

The proposed major program may include courses outside of the College of Liberal Arts, but at least 24 semester hours must be in upper-level liberal arts or science courses. The student's proposal must be sponsored by two faculty members from different departments, at least one of whom must be in the College of Liberal Arts. Approval for the program must be obtained from the College of Liberal Arts Academic Advising Center prior to the initiation of the last 60 semester hours of the degree.

**Honors Interdisciplinary Major**

Students in the University Honors Program may apply for a College of Liberal Arts Honors Interdisciplinary Major. They must complete the degree requirements of the B.A. in the College of Liberal Arts and the requirements for the Interdisciplinary Major described above as well as the requirements for the University Honors Program. Approval for this program must also be obtained from the University Honors Committee prior to the initiation of the last 60 semester hours of the degree.

In addition, the proposed major program should include submission of an acceptable honors thesis to the University Honors Oversight Committee.
Minor

Students may also choose to complete the requirements for a minor. The minimum acceptable grade in a course taken to fulfill minor requirements is "C-," though students need a 2.0 GPA in the minor in order to have it awarded at graduation. At least half of the courses taken by a student to fulfill the minor must be taken at Temple. Students may declare a minor at the Academic Advising Center, 1810 Liacouras Walk, Suite 301. The College of Liberal Arts offers minors in:

- African American Studies
- American Studies
- Ancient Mediterranean Studies (see Classics)
- Anthropology (General)
- Anthropology (Visual)
- Arabic
- Asian-American Studies
- Asian Studies
- Chinese
- Classics
- Cognitive Neuroscience (see Psychology)
- Criminal Justice
- Economics
- English
- Environmental Studies
- French
- Geography and Urban Studies
- German
- Global Studies
- History
- Italian
- Japanese
- Jewish Studies
- Latin American Studies
- Lesbian, Gay, Bisexual and Transgender Studies (LGBT)
- Neuroscience Research
- Philosophy
- Political Science
- Portuguese
- Psychology
- Religion
- Sociology
- Sociology of Health
- Spanish
- Women's Studies

Certificates of Specialization

Students may choose to complete the requirements for an additional certificate of specialization. At least half of the courses taken by a student to fulfill a certificate of specialization must be taken at Temple. Students may declare a certificate in the Academic Advising Center, 1810 Liacouras Walk, Suite 301. Certificates of specialization are available in the following programs:

- Asian Business and Society (see Asian Studies)
- Foreign Languages: Arabic, Chinese, French, German, Italian, Japanese, Spanish (see departments)
- Health Research (see Sociology)
- Jewish Secular Studies (see Jewish Studies)
- Latin American Studies Semester (see Spanish)
- Management Career (see Economics)
- Political Economy (see Economics and Political Science)
• Sociology Health Research (see Sociology)
• Spanish and Latin American Studies for Business (see Spanish)
• Spanish and Latino Studies for the Health and Human Services Professions (see Spanish)
• Women's Studies (see Women's Studies)
• Writing (see English)

Academic Advising

College of Liberal Arts Academic Advising Center
1810 Liacouras Walk, Suite 301
215-204-7971
claac@temple.edu

Visit the CLA Academic Advising Center web site at www.cla.temple.edu/advising.

Academic Advising Center

The Academic Advising Center in the College of Liberal Arts helps students plan curricula, choose majors, make vocational and post-graduate plans, and resolve a variety of academic matters. Services are provided by a staff of full-time professional advisors. The Center informs students about the results of placement testing and assignment into corresponding courses. Monitoring of academic progress and graduation clearance is also the responsibility of the Advising Center. Through individual appointments and group workshops, the center offers the following services:

• New Student Orientation.
• Advising and registration assistance for all students in the College of Liberal Arts. Students enrolled in the University Honors Program also receive advising in the Honors Program Office in Tuttleman Learning Center, Suite 201. Students are strongly encouraged to seek faculty advising in their major department.
• It is recommended, and in some cases required, that students consult with an advisor prior to registration. The advisor will review the proposed coursework and inform students of the requirements for graduation. In addition, the advisor helps students achieve breadth in their curriculum and provides other needed assistance.
• Academic advising provides an opportunity for students to develop a meaningful education plan compatible with their life goals. Students can also meet with advisors to discuss a variety of academic concerns and identify solutions. Students on academic probation or experiencing academic difficulty work with advisors to learn strategies for overcoming the obstacles to success.
• Intra-University Transfer (IUT) Advising for students changing programs and moving into the College of Liberal Arts from other schools and colleges within Temple. During mandatory group advising sessions, students transferring to Liberal Arts learn about collegial degree requirements, policies and procedures, and complete the Change of Program form.
• Approving special requests including: leave of absence (http://bulletin.temple.edu/archives/2014-2015/undergraduate/academic-policies/leave-absence); academic forgiveness (http://policies.temple.edu/getdoc.asp?policy_no=02.10.17); course repeats (http://policies.temple.edu/getdoc.asp?policy_no=02.10.12); re-enrollment at the University (http://www.temple.edu/vpus/documents/request_to_reenroll.pdf); permission to take courses elsewhere (http://www.temple.edu/vpus/documents/permission_courses_elsewhere.pdf); registration overload (http://bulletin.temple.edu/archives/2014-2015/undergraduate/academic-policies/academic-course-load); credit/no-credit (http://bulletin.temple.edu/archives/2014-2015/undergraduate/academic-policies/credit-no-credit-courses) option for free electives; and other questions regarding University or College policies (http://bulletin.temple.edu/archives/2014-2015/undergraduate/academic-policies). (Click the links to be directed to more information on specific policies.)

All academic advisors are trained to evaluate information carefully to give students the best possible advice. **Primary responsibility for course selection and degree completion rests with the student.** Every student must be aware of the requirements of his or her degree and should collaborate with an advisor regularly to ensure timely completion of his or her program.

Department-Based Advisors

All departments in the College of Liberal Arts have designated faculty advisors, undergraduate chairs, or embedded professional advisors, with whom students can discuss the requirements of their major, minor, and/or certificate programs. For a listing of CLA faculty advisors, consult: www.cla.temple.edu/advising/departmental/.

Student Grievance Procedures

Title IX of the Educational Amendments Act of 1972 requires that each college or university establish due process for the resolution of academic grievances. This is to protect students from prejudiced and capricious academic evaluation. All undergraduate students enrolled in the College of Liberal Arts have a right to appeal grades which they deem unfair and unreasonable. The student must provide evidence indicating a mistake, fraud, or bad faith on the part of an instructor. Students will not be allowed to grieve a grade unless it is accompanied by such evidence.

Students should first contact their instructor to discuss the grade(s) in question, and if the matter cannot be resolved at that level, students are then urged to talk with the chairperson for the department in which this course was given. Chairperson information is available in this publication. A student
must initiate the first stage of an academic grievance by the dates in the College of Liberal Arts Grievance Procedure, available at www.cla.temple.edu/students/undergraduate/grievances/.

For more information, students should contact the college’s Grievance Officer, Amanda Gibson, at gibson@temple.edu or 215-204-8504.

Non Academic Grievances

Students may have grievances that are not academic in nature. Such grievances should be directed to other offices on campus, which may include the Office of the Dean of Students, the Equal Opportunity Compliance office, Office of University Housing and Residential Life, and other units on campus. Students unsure as to where to proceed with a non-academic grievance should consult either with the Office of the Dean of Students or the college’s Academic Advising Center.

Pre-Law Advising

Pre Law Advisors

Elizabeth Reynard
CLA Academic Advising
ereynard@temple.edu

Paul Crowe
Department of Philosophy
pcrowe@temple.edu

Preparation for the Study of Law

All law schools accept the degree of Bachelor of Arts as fulfillment of their requirements for admission. The Pre-Legal Education Committee of the Association of American Law Schools and the Temple University School of Law stress the importance of a well-rounded education. Liberal arts majors are considered excellent preparation for law school. Although Temple University does not have a specific major in Pre-Law, we do offer specialized advising for students interested in applying to law school, as well as majors in challenging disciplines that will help students hone their critical thinking, analytical and communication skills. Since the legal profession makes extensive use of both the written and spoken English language as professional tools, the law student should have extensive preparation in English in undergraduate courses. Because a large part of a lawyer’s work requires problem solving and sound judgment, students should take courses that help develop creative power in thinking. The study of law, furthermore, rests upon a broad knowledge of western civilization, including its political, economic, and social institutions; hence, the student preparing for law should schedule courses which afford this broad background. Some law schools also recommend two semesters of accounting. After selecting a field of concentration, the student schedules courses in consultation with both the advisor in the area of concentration and with the pre-law advisor in the Academic Advising Center of the College of Liberal Arts.

Courses of Special Interest to Pre-Law Students

While no specific undergraduate courses or majors are required for admission to accredited law schools, pre-law students are advised to select courses and programs of study that are intellectually challenging, while helping to develop necessary skills and knowledge.

To develop the communications skills of reading and comprehension, expository writing, and speaking:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSCD 1108</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>AOD 2214</td>
<td>Conflict and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2006</td>
<td>Introduction to Non-Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2009</td>
<td>Writing the Research Essay</td>
<td>3</td>
</tr>
<tr>
<td>English 2000+ Upper-level literature courses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STRC 1111</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>STRC 2112</td>
<td>Strategies and Tactics of Persuasion</td>
<td>3</td>
</tr>
</tbody>
</table>

To develop analytical reasoning skills:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1055</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1066</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1196</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 2121</td>
<td>Introduction to Ethical Theory</td>
<td>3</td>
</tr>
<tr>
<td>STRC 3336</td>
<td>Argumentation</td>
<td>3</td>
</tr>
</tbody>
</table>

Computer Science and Mathematics

Natural Science
Courses that are "law-related" because they either require reading of law cases or concern the study of particular legal issues are listed below for the convenience of interested students. Law school admissions officials prefer that pre-law students take very few such courses, believing that the teaching of law more appropriately belongs in the province of the law school. It may be useful, however, for students who are uncertain about attending law school to test their level of interest by selecting one or more of the following courses in the College of Liberal Arts:

- AMST 3033 Courtroom in American Society 3
- CJ 2501 Introduction to Criminal Law 3
- CJ 3201 The American Jury System 3
- CJ 3502 Criminal Procedure: Prosecution & Adjudication 3
- HIST 2105 Race and the U.S. Constitution 3
- PHIL 1062 Morality and the Law 3
- PHIL 2154 Political Philosophy 3
- PHIL 3243 Philosophy of Law 3
- POLS 3121 American Constitutional Principles I 3
- POLS 3123 American Constitutional Principles II: Civil Rights in America 3
- POLS 3411 Classical Political Philosophy 3
- SOC 3243 Social Movements and Conflict 3
- WMST 4004 Women and Criminal Justice 3

Since most law schools require applicants to submit the score earned on the Law School Aptitude Test, administered periodically by the Law School Admissions Service, students planning to study law should consult the pre-law advisor prior to the senior year to determine whether the school to which they plan to apply will require such a test and to determine the dates when such examinations are given. Prospective law students should consult the pre-law advisor about requirements for admission to law school, law school scholarship assistance, and opportunities in the legal profession. To satisfy statutory requirements, early in their senior year, prospective law students should consult the pre-law advisor concerning the legal requirements for practicing law in the state in which the student desires to study and practice.

**Phi Alpha Delta Law Fraternity, International**

Students interested in College of Liberal Arts pre-law studies are encouraged to join Phi Alpha Delta. Its pre-law program assists "undergraduate students to make an 'informed choice' in selecting law as a career, deciding which law school to attend, and in preparing for the rigors of law school."

Phi Alpha Delta was formed "to advance the ideals of liberty and equal justice under law; to stimulate excellence in scholarship; to inspire the virtues of compassion and courage; to foster integrity and professional competence; to promote the welfare of its members; and to encourage their moral, intellectual, and cultural advancement." For more information about Phi Alpha Delta and College of Liberal Arts pre-law society, please contact Dr. Paul Crowe, pre-law advisor, at 215-204-8591 or pcrowe@temple.edu.

**Faculty**

Go to the College of Liberal Arts web site at www.cla.temple.edu and click on the individual department for a list of faculty in that department. See also https://directory.temple.edu/ .

- Abu Shardow Abarry, Associate Professor, Department of African American Studies, College of Liberal Arts; Ph.D.
- Zain Abdullah, Associate Professor, Department of Religion, College of Liberal Arts; Ph.D., The New School for Social Research.
- Carolyn T. Adams, Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Washington University.
- Howard Addison, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D.
- Hiram Aldarondo, Associate Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of Chicago.
- Joseph D. Alkus, Instructor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; M.S., National Louis University.
- David Allen, Associate Professor (Teaching/Instructional), Department of Sociology, College of Liberal Arts.
- Lauren B. Alloy, Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Pennsylvania.
- Rebecca T. Alpert, Professor, Department of Religion, College of Liberal Arts; Ph.D., Temple University.
- Michael Altimore, Associate Professor (Teaching/Instructional), Department of Sociology, College of Liberal Arts; Ph.D.
- Elizabeth Alvarez, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., University of Chicago Divinity School.
Nilgün Anadolu-Okur, Associate Professor, Department of African American Studies, College of Liberal Arts; Ph.D.

Max Andrucki, Assistant Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., University of Leeds.

Kevin T. Arceneaux, Associate Professor, Department of Political Science, College of Liberal Arts; Ph.D., Rice University.

Molefi Kete Asante, Professor, Department of African American Studies, College of Liberal Arts; Ph.D., University of California Los Angeles.

Alira Ashvo-Munoz, Assistant Professor (Teaching/Instructional), Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of Texas at Austin.

Philip Atkins, Assistant Professor (Teaching/Instructional), Department of Philosophy, College of Liberal Arts; Ph.D., University of California Santa Barbara.

Kathleen Auerhahn, Associate Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., University of California Riverside.

James D. Bachmeier, Assistant Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of California Irvine.

Beth L. Bailey, Professor, Department of History, College of Liberal Arts; Ph.D., University of Chicago.

Marcia B. Bailey, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D.

Debra Bangasser, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., Rutgers University.

David Bartelt, Professor Emeritus, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Temple University.

Steven R. Belenko, Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., Columbia University.

Jamal Benin, Instructor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; M.A.

Paul Benzon, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Rutgers University.

Daniel W. Berman, Associate Professor, Department of Greek and Roman Classics, College of Liberal Arts; Ph.D., Yale University.

Lila Corwin Berman, Associate Professor, Department of History, College of Liberal Arts; Ph.D., Yale University.

Susan Bertolino, Instructor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; M.A.

Kathleen A. Biddick, Professor, Department of History, College of Liberal Arts; Ph.D., University of Toronto.

Marcus Bingenheimer, Assistant Professor, Department of Religion, College of Liberal Arts; Dr. Phil., Wurzburg University.

Erwin A. Blackstone, Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Michigan.

Khalid A. Y. Blankinship, Associate Professor, Department of Religion, College of Liberal Arts; Ph.D., University of Washington.

Michael L. Bognanno, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D., Cornell University.

Aryeh I. Botwinick, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Princeton University.

Gary W. Bowman, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D.

Lucy Bregman, Professor, Department of Religion, College of Liberal Arts; Ph.D., University of Chicago Divinity School.

Sheldon R. Brivic, Professor, Department of English, College of Liberal Arts; Ph.D., University of California Berkeley.

Robert L. Brown, Assistant Professor, Department of Political Science, College of Liberal Arts; Ph.D., University of California San Diego.

Seth C. Bruggeman, Associate Professor, Department of History, College of Liberal Arts; Ph.D., College of William and Mary.

Andrew Buck, Professor Emeritus, Department of Economics, College of Liberal Arts; Ph.D.

Sarah Sunn Bush, Assistant Professor, Department of Political Science, College of Liberal Arts; Ph.D., Princeton University.

Francis Joseph Butler, Assistant Professor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; J.D., Temple University.

Gregory Byala, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Yale University.

Michelle D. Byng, Associate Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of Virginia.
Niambi Carter, Assistant Professor, Department of African American Studies, College of Liberal Arts; Ph.D., Duke University.

Sanjoy Chakravorty, Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., University of Southern California.

Isabelle Chang, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts.

Linda Chavers, Instructor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Harvard University.

Jason M. Chein, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Pittsburgh.

Eunice Y. Chen, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Sydney.

Rujuta P. Chincholkar-Mandelia, Assistant Professor (Teaching/Instructional), Department of Women's Studies, College of Liberal Arts.

Fletcher Chmara-Huff, Assistant Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Ohio State University.

Daniel Chomsky, Assistant Professor (Teaching/Instructional), Department of Political Science, College of Liberal Arts; Ph.D., Northwestern University.

Steven E. Cole, Associate Professor, Department of English, College of Liberal Arts; Ph.D., University of Washington.

Bettye Collier-Thomas, Professor, Department of History, College of Liberal Arts; Ph.D., George Washington University.

Gretchen A. Condran, Associate Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of Pennsylvania.

Whitley Cooke, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., University of Oklahoma.

Norma Corrales-Martin, Assistant Professor (Teaching/Instructional), Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., Ohio University.

Lindsay Craig, Assistant Professor (Teaching/Instructional), Department of Philosophy, College of Liberal Arts; Ph.D., University of Cincinnati.

Paul Crowe, Associate Professor (Teaching/Instructional), Department of Philosophy, College of Liberal Arts; Ph.D., Catholic University of Louvain.

Alicia Aileen Cunningham-Bryant, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Yale University.

Beth K. Curran, Associate Professor (Teaching/Instructional), Department of French, German, Italian and Slavic, College of Liberal Arts; Ph.D.

Roman A. Cybriwsky, Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Pennsylvania State University.

Amanda Czerniawski, Assistant Professor (Teaching/Instructional), Department of Sociology, College of Liberal Arts; Ph.D., Columbia University.

Tirthatanmoy Das, Associate Professor (Teaching/Instructional), Department of Economics, College of Liberal Arts; Ph.D., State University of New York at Binghamton.

Heath Fogg Davis, Associate Professor, Department of Political Science, College of Liberal Arts; Ph.D., Princeton University.

Barbara A. Day-Hickman, Associate Professor, Department of History, College of Liberal Arts; Ph.D., University of California Irvine.

Richard E. Deeg, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Massachusetts Institute of Technology.

Kevin J. Delaney, Professor, Department of Sociology, College of Liberal Arts; Ph.D., State University of New York Stony Brook.

Samuel R. Delany, Professor, Department of English, College of Liberal Arts.

John A. Derr, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Lehigh University.

Dimitrios I. Diamantaras, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Rochester.

Nguyen Thi Dieu, Associate Professor, Department of History, College of Liberal Arts; Ph.D., Aix-en-Provence.

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Myrna Douziian, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., University of California Los Angeles.

Hope N. Doyle, Associate Professor (Teaching/Instructional), Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of Texas at Austin.
Deborah A. G. Drabick, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D.

Jayne Kribbs Drake, Associate Professor, Department of English, College of Liberal Arts; Ph.D., Pennsylvania State University.

Douglas Duckworth, Assistant Professor, Department of Religion, College of Liberal Arts; Ph.D., University of Virginia.

William C. Dunkelberg, Professor Emeritus, Department of Economics, College of Liberal Arts; Ph.D.

Rachel Blau DuPlessis, Professor Emerita, Department of English, College of Liberal Arts; Ph.D., Columbia University.

Jaime Duran, Assistant Professor (Teaching/Instructional), Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., Temple University.

Charles E. Dyke, Professor, Department of Philosophy, College of Liberal Arts; Ph.D., Brown University.

Michael M. Eisner, Associate Professor, Department of History, College of Liberal Arts; Ph.D., University of Pennsylvania.

David B. Elesh, Associate Professor, Department of Sociology, College of Liberal Arts; Ph.D., Columbia University.

Lauren Ellman, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of California Los Angeles.

Eugene Erickson, Professor Emeritus, Department of Sociology, College of Liberal Arts; Ph.D., University of Michigan.

Julia Erickson, Professor Emerita, Department of Sociology, College of Liberal Arts; Ph.D., University of Pennsylvania.

Rosario R. Espinal, Professor, Department of Sociology, College of Liberal Arts; Ph.D., Washington University-St. Louis.

David R. Farber, Professor, Department of History, College of Liberal Arts; Ph.D., University of Chicago.

Mohsen Fardmanesh, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D., Yale University.

Paul Farnsworth, Professor, Department of Anthropology, College of Liberal Arts; Ph.D., University of California Los Angeles.

Robert L. Fauber Jr., Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D.

Daniel Featherston, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., University of Arizona.

Barbara Ferman, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Brandeis University.

Kenneth Finkel, Professor (Teaching/Instructional), Department of American Studies, College of Liberal Arts; M.A., Temple University.

K. Orfeo Fioretos, Associate Professor, Department of Political Science, College of Liberal Arts; Ph.D., Columbia University.

Alexa Firat, Assistant Professor (Teaching/Instructional), Department of Asian and Middle Eastern Languages and Studies, College of Liberal Arts; Ph.D., University of Pennsylvania.

Ariane Fischer, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., George Washington University.

Talissa Ford, Assistant Professor, Department of English, College of Liberal Arts; Ph.D., University of California Berkeley.

Joseph S. Foster, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D.

Sam E. Foster, Instructor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Harvard University.

Amy L. Friedman, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., University of London.

Joseph Friedman, Professor, Department of Economics, College of Liberal Arts; Ph.D., University of California Berkeley.

Yukari Fujimura, Instructor (Teaching/Instructional), Department of Asian and Middle Eastern Languages and Studies, College of Liberal Arts; M.A., Eastern Michigan University.

Akim Gabriel, Instructor (Teaching/Instructional), Department of French, German, Italian and Slavic, College of Liberal Arts; M.A.

Carmelo A. Galati, Assistant Professor (Teaching/Instructional), Department of French, German, Italian and Slavic, College of Liberal Arts; Ph.D., Rutgers University.

Inmaculada M. García-Sánchez, Assistant Professor, Department of Anthropology, College of Liberal Arts; Ph.D., University of California Los Angeles.

Bradley S. Gardener, Assistant Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., City University of New York at The Graduate Center.
Timothy Garelick, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., Lehigh University.

Paul B. Garrett, Associate Professor, Department of Anthropology, College of Liberal Arts; Ph.D., New York University.

Suzanne Gauch, Associate Professor, Department of English, College of Liberal Arts; Ph.D., State University of New York at Buffalo.

Jennifer L. Gerrish, Assistant Professor (Teaching/Instructional), Department of Greek and Roman Classics, College of Liberal Arts; Ph.D., University of Pennsylvania.

James R. Getz, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D.

Maurizio Giammarco, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D.

Melissa R. Gilbert, Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Clark University.

Tania Giovannetti, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., Drexel University.

Joseph Gjiffire, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts.

Kristin Gjesdal, Associate Professor, Department of Philosophy, College of Liberal Arts; Ph.D., University of Oslo.

Travis F. Glasson, Associate Professor, Department of History, College of Liberal Arts; Ph.D., Columbia University.

Petra Goedde, Associate Professor, Department of History, College of Liberal Arts; Ph.D., Northwestern University.

Eli C. Goldblatt, Professor, Department of English, College of Liberal Arts; Ph.D., University of Wisconsin-Madison.

Luis T. González del Valle, Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of Massachusetts Amherst.

Cynthia M. Gooch, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., Princeton University.

Judith Goode, Professor Emerita, Department of Anthropology, College of Liberal Arts; Ph.D., Cornell University.

Alex Gottesman, Assistant Professor, Department of Greek and Roman Classics, College of Liberal Arts; Ph.D., University of Chicago.

Thomas J. Gould, Professor, Department of Psychology, College of Liberal Arts; Ph.D., Indiana University.

Kimberly Ann Gayette, Associate Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of Michigan.

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