

# College of Liberal Arts

---

Founded 1884

## Office of the Dean

<https://liberalarts.temple.edu>

12th Floor, Anderson Hall  
1114 W. Polett Walk

Richard E. Deeg, Ph.D.  
Dean

Rebecca T. Alpert, Ph.D.  
Associate Dean for Academic Affairs  
215-204-7712  
[rebecca.alpert@temple.edu](mailto:rebecca.alpert@temple.edu)

Annette McMenamain Bakley, Ed.D.  
Senior Vice Dean  
215-204-3625  
[amb@temple.edu](mailto:amb@temple.edu)

Amanda Gibson, M.A.  
Director, Academic Administration  
Grievance Officer  
215-204-8504  
[gibson@temple.edu](mailto:gibson@temple.edu)

## Center for Academic Advising and Professional Development

<https://liberalarts.temple.edu/advising>

Paley Library  
1210 Polett Walk, Suite 160  
215-204-7971  
[claaac@temple.edu](mailto:claaac@temple.edu)

Christopher Wolfgang, M.A.  
Assistant Dean  
[cwolfgan@temple.edu](mailto:cwolfgan@temple.edu)

Anar Khandvala, M.Ed.  
Associate Director  
[anar@temple.edu](mailto:anar@temple.edu)

## 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.

## Special Programs

### Accelerated +1 BA/MA Programs

High achieving students in any undergraduate program in the College of Liberal Arts have the opportunity to apply to begin a master's 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 baccalaureate degree to complete the master's degree. Students accepted into these programs are not required to take the Graduate Record Examination, the standardized test most students take to gain entry to graduate school.

The following programs are available in the College of Liberal Arts. Most master's degrees are open to students who are continuing in the same discipline.

B.A. in Criminal Justice / M.A. in Criminal Justice (<http://bulletin.temple.edu/undergraduate/liberal-arts/criminal-justice/#41-ba-ma>)

B.A. in Economics / M.A. in Economics (<https://liberalarts.temple.edu/ba-economics-ma-economics>)

B.A. in English / M.A. in English (<https://www.cla.temple.edu/english/four-plus-one>)

B.A. in Environmental Studies / M.A. in Geography and Urban Studies (<https://liberalarts.temple.edu/ba-geography-and-urban-studies-environmental-studies-ma-geography-and-urban-studies-4-1>)

B.A. in Gender, Sexuality, and Women's Studies / M.A. in Sociology (<https://liberalarts.temple.edu/ba-gender-sexuality-and-womens-studies-ma-sociology>)

B.A. in Geography and Urban Studies / M.A. in Geography and Urban Studies (<https://liberalarts.temple.edu/ba-geography-and-urban-studies-environmental-studies-ma-geography-and-urban-studies-4-1>)

B.S. in Neuroscience: Systems, Behavior, and Plasticity / M.S. in Neuroscience: Systems, Behavior, and Plasticity (<https://liberalarts.temple.edu/bs-neuroscience-systems-behavior-and-plasticity-ms-neuroscience-systems-behavior-and-plasticity>)

B.A. in Psychology / M.S. in Psychological Research (<https://liberalarts.temple.edu/ba-psychology-ms-psychological-research>)

B.A. in Sociology / M.A. in Sociology (<https://liberalarts.temple.edu/ba-sociology-ma-sociology>)

Two master's degree programs will consider students from any undergraduate degree program:

B.A. or B.S. / M.P.P. in Public Policy (<https://liberalarts.temple.edu/ba-political-science-ms-public-policy>)

B.A. or B.S. / Professional Science Masters in Geographic Information Systems (<https://liberalarts.temple.edu/professional-science-master-s-geographic-information-systems-psm-gis-41>)

### First-Year Writing Program

<https://www.cla.temple.edu/first-year-writing-program/>  
1046 Anderson Hall

Dr. Rachael Groner, Director  
215-204-1820  
rgroner@temple.edu

Cate Almon, Associate Director  
215-204-2212  
calmon@temple.edu

First-Year Writing includes two 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 determined by Institutional Research and Assessment and is based on the SAT/ACT score, AP English score, and/or a placement assessment.

If a student places into ENG 0701/ENG 0711, he or she may not enroll in ENG 0802/ENG 0812 until the first course 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 (or ENG 0902 for University Honors students) is a required course in the General Education program. Students are strongly advised to successfully complete this course before taking the Intellectual Heritage sequence 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*, *Intellectual Heritage I: The Good Life*, and *Intellectual Heritage II: The Common Good* (IH 0851 and IH 0852, or IH 0951 and IH 0952 for Honors students) in order and in successive semesters.

## Honors 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. 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 Undergraduate Resources (<https://liberalarts.temple.edu/undergraduate-resources?action>), the web site for your department, or ask your faculty advisor about the awards nomination process.

### 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.

### University Honors

The College of Liberal Arts participates in the university-wide honors program. Go to the University Honors Program (<http://bulletin.temple.edu/undergraduate/about-temple-university/academic-opportunities/#honors>) section in this *Bulletin* for more information.

### *Phi Beta Kappa*

See the Honor Societies (<http://bulletin.temple.edu/undergraduate/about-temple-university/honor-societies>) section of the *Undergraduate Bulletin*.

### Intellectual Heritage Program

<https://www.cla.temple.edu/intellectual-heritage/>  
214 Anderson Hall

Dustin Kidd, Director  
dkidd@temple.edu

Douglas Greenfield, Senior Associate Director  
dmg33@temple.edu

Emily Carlin, Administrator  
215-204-3177  
ecarlin@temple.edu

The Intellectual Heritage (IH) Program offers a two-course sequence, IH 0851 Intellectual Heritage I: The Good Life and IH 0852 Intellectual Heritage II: The Common Good, 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 both courses in 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 Intellectual Heritage sequence. Honors versions of the Intellectual Heritage sequence are offered as IH 0951 Honors Intellectual Heritage I: The Good Life and IH 0952 Honors Intellectual Heritage II: The Common Good.

### 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.

## 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. For more information, see your department's web site or faculty advisor.

## Professional Development

Paley Library  
1210 Polett Walk, Suite 160  
(215) 204-7971

Anne Bayless, Associate Director  
abayless@temple.edu

Elizabeth Anselmo, Assistant Director  
elizabeth.anselmo@temple.edu

Given the rapidly-changing nature of the world economy, a degree in the liberal arts has never been more valuable. Our professional development advisors teach students in the liberal arts how they can best leverage their skills to prepare for careers in a broad array of industries, including government, non-profit, corporate, education, etc. We are committed to enhancing students' professionalism and empowering students to present themselves successfully as candidates for internships and employment opportunities. We also work with students interested in preparing for graduate or professional school.

We provide an array of services to students in the College of Liberal Arts, including one-on-one appointments with a Professional Development Advisor to discuss internship, jobs, and/or graduate school by calling or stopping by the College of Liberal Arts Center for Academic Advising and Professional Development. Advisors can help with:

- Drafting and editing résumés
- Writing and revising cover letters
- Practicing interview skills
- Strategizing on internships and job opportunities search
- Building a personal brand
- Connecting a student's unique experience with potential employers

In addition to working individually with students, our professional development advisors collaborate with faculty, administrators, and prospective employers to coordinate and host a number of career-related workshops and events, including:

- Internship information sessions
- Graduate School 101
- Career fairs and employer visits in partnership with the university Career Center
- Skill-building training workshops
- Alumni networking events

## Affiliated Academic Courses

CLA 1002 Professional Development for Liberal Arts Majors (1 s.h.): Designed to guide students as they explore the transferability of the skills they have acquired in the liberal arts with an emphasis on the value of those skills in the marketplace. Students will learn how to search effectively for internship and career opportunities, communicate professionally, develop an application-ready résumé and prepare for networking and professional interviews.

CLA 2685 Internship (1 to 12 s.h.): Provides students with the opportunity to complete an internship for upper-level elective credit in the College of Liberal Arts. Interested students should meet with a professional development advisor and complete an internship contract.

## 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.

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 <https://studyabroad.temple.edu/> for more information about study abroad options.

## 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/>) or by visiting the departmental web sites, located at the College of Liberal Arts home page (<https://liberalarts.temple.edu/>).

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

## 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 110 technology-enabled smart classrooms and meeting spaces, more than 575 computer stations in laboratory, kiosk, and classroom settings, in addition to a wireless network with 100% coverage in all CLA spaces.

<https://www.cla.temple.edu/information-technology/>

Anderson Hall, Room 21  
215-204-3213

Marc Getty, Senior Director of Information Technology  
[marc.getty@temple.edu](mailto:marc.getty@temple.edu)  
215-962-5603

Rodney Holloway, Evening Manager, Computer Labs  
[R.T.Holloway@temple.edu](mailto:R.T.Holloway@temple.edu)

Crystal Schulz, Daytime Manager, Computer Labs  
[crystal.schulz@temple.edu](mailto:crystal.schulz@temple.edu)

### 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 <https://www.cla.temple.edu/information-technology/resources/computer-labs/>.

### Hours of Operation:

Fall/Spring Semesters and Study/Exam Days: All facilities are open 7:30 AM to 9:00 PM Monday through Thursday and until 7:00 PM on Friday.

Summer Sessions, Spring Break, and Winter Break: All facilities are open 8:00 AM to 6:30 PM Monday through Thursday and 8:00 AM to 5:30 PM on Friday.

## Accreditation

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

## Academic Policies & Regulations

University policies (<http://bulletin.temple.edu/undergraduate/academic-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 (<http://bulletin.temple.edu/undergraduate/academic-policies/honors-academic-achievement>) (*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.

## Change of Program

Students who wish to complete a Change of Program (COP) 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 COP as undeclared majors if they have completed, or are in the process of completing, 60 or more credits.

## 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.
- Lower-level courses numbered 1000-1999.
- 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/undergraduate/academic-policies/permission-complete-course-institution-matriculation>.) Petitions are available in the College of Liberal Arts Center for Academic Advising and Professional Development.

## 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/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 Center for Academic Advising and Professional Development before registering.

## Foreign Language Course Placement Policy

Students who have studied a foreign language in the four years prior to admission to Temple must take a placement exam if they wish to continue in that language. If a period of more than four years has elapsed between a student's graduation from high school and admission to college, s/he is eligible to enroll in the first level of the language s/he studied in high school.

If a student enrolls in a course level lower than the placement score indicates, s/he will not receive graduation credit for the course or will be dropped from the course by the College of Liberal Arts. If a student wishes to receive credit for a course lower than that indicated by the placement exam, s/he must receive permission from the department chair or program coordinator for that language.

Heritage speakers (also known as native speakers) of a foreign language taught by Temple University must meet with the language program coordinator or department chairperson to assess their readiness and course placement in the language skills sequence. Students will not receive credit for courses lower than their placement indicates. A student with pre-existing language skills (family background, travel or study in a foreign country, participation in non-credit summer language institutes, etc.) who then enrolls in lower division courses in that same language will not receive graduation credit for the course and may be dropped from the course by the College of Liberal Arts.

## Foreign Language Regression in Coursework Policy

- Students who have completed 4000 level coursework may enroll in courses at the 3000 level, but not at the 1000 or 2000 level.
- Students who have completed the 3000 level may enroll in courses at the 2000 level, but not at the 1000 level.
- Students who have completed a 2000 level course may not enroll at the 1000 level.
- General Education courses at the 0800 and 0900 levels are not language skills courses and are open to all students.

If a student seeks permission for an exception to the Regression policy, s/he should discuss the request with the program coordinator for the language.

## Graduation Application Process

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.

## Internship and Individual Studies

BA and BS degree students in the College of Liberal Arts are permitted to take up to 12 credits of internship and up to 9 credits of Independent Study/Directed Readings/Directed Research.

## Placement Assessments

All incoming freshmen are placed into English, Mathematics, and foreign language classes according to their SAT/ACT score and/or diagnostic tests.

Transfer students who have not completed the equivalent of ENG 0802 or a college-level math will receive placement in these subjects once they have completed diagnostic assessments.

Students placed into 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/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 plagiarism 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/undergraduate/about-temple-university/student-responsibilities/#academichonesty>) under Student Responsibilities.

## Standing - Academic 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 (<https://secretary.temple.edu/sites/secretary/files/policies/02.10.11.pdf>) for details on academic warning, academic probation, academic dismissal and reinstatement. There is a related policy on Academic Forgiveness (<https://secretary.temple.edu/sites/secretary/files/policies/02.10.17.pdf>).

## 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/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).

Students are permitted to take up to 9 credits of independent work such as Independent Study, Directed Readings, and Research courses and up to 12 credits of internship credits. Any affiliated courses with a regular meeting time do not count towards this limit but do count towards the bachelor's degree.

## 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/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 CLA Global Studies course from the following list:

Code	Title	Credit Hours
ANTH 2361	Peoples of Latin America	3
ANTH 2362	Peoples and Cultures of the Caribbean	3
ANTH 2364	People and Culture of the Middle East	3
ANTH 2374	The Anthropology of Modern China	3
ASST 2021	Japanese Literature in Film	3
ASST 2501	Introduction to East Asia: China	3
ASST 2502	Introduction to East Asia: Japan	3
ASST 2503	Introduction to Southeast Asia: Insular	3
ASST 2504	Introduction to Southeast Asia: Mainland	3
CHI 2011	Pre-Modern Chinese Literature	3
ENG 2601	Introduction to Postcolonial Literatures	3
ENG 2712	International Film	3
ENG 3112	Masterpieces of European Drama	3
GUS 2032	Urban Systems in a Global Economy	3
GUS 2073	African Development	3
GUS 3073	Geography of Travel and Tourism	3
GUS 3097	Environment & Development	3
GRC 1004	Introduction to the Ancient City	3
GRC 2002	Gender in Classical Antiquity	3
GRC 2101	The Greeks	3
GRC 2102	The Romans	3
HEBR 3711	Israelis and Palestinians	3
HIST 1501	Third World History	3
HIST 1702	World History Modern	3



HIST 2304	20th Century Europe: A Continent in Crisis	3
HIST 2702	Imperialism, Race, and Empire	3
ITAL 2221	Italian Culture through Film	3
ITAL 3201	Italian Culture and Civilization	3
ITAL 3240	Topics in Italian Cinema and Literature (in English)	3
JPNS 2012	Modern and Contemporary Japanese Literature in Translation	3
JPNS 2021	Japanese Literature in Film	3
LAS 1001	Perspectives on Latin America	3
LAS 2232	Politics of Development in Latin America	3
POLS 1201	Foreign Governments and Politics	3
POLS 1301	International Politics	3
REL 2002	Religion and Human Sexuality East & West	3
REL 2606	Introduction to Islam	3
REL 3001	Earth Ethics	3
RUS 1201	Russian Culture	3
SOC 3219	Understanding Globalization	3
SOC 3221	Global Development	3
SOC 3511	Environmental Sociology: The End of the World as We Know It?	3

## 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 Center for Academic Advising and Professional Development 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 Center for Academic Advising and Professional Development at 1210 Polett Walk, Suite 160 (located on the first floor of the Paley Library Building).

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

- **Humanities:** Chinese, Classics, English (includes the Creative Writing track), French, German Language and Cultural Studies, Greek and Roman Classics, Interdisciplinary German Studies, Italian, Italian Studies, Japanese (only available at our Japan campus), Philosophy, Religion, and Spanish (includes tracks in Language, Literature and Linguistics; Professional Studies; and Education)
- **Social Sciences:** Africology and African American Studies, American Studies, Anthropology (includes tracks in Human Biology and Visual Anthropology), Asian Studies, Criminal Justice, Economics, Environmental Studies, Gender, Sexuality, and Women's 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, and Sociology (includes track in Sociology of Health)

## 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 and Architecture.*

## Professional Development Requirement

All students in the College of Liberal Arts are required to take a 1 credit seminar in professional development. CLA 1002 Professional Development for Liberal Arts Majors is the appropriate course option for any CLA major. Other courses that may be used to fulfill this requirement are CJ 1002 Professional Development in Criminal Justice, ENG 1801 Career Seminar, HIST 1012 Professional Development for History Majors, PSY 1002 Careers in Psychology and SOC 1002 Professional Development for Sociology Majors.

*Note: Because there is significant overlap in course content, students will receive credit for only one of these courses.*

## **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 Basic II course, a student will not receive credits for SPAN 1001 Basic I.

## **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 Center for Academic Advising and Professional Development 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' Center for Academic Advising and Professional Development 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 Center for Academic Advising and Professional Development, 1210 Polett Walk, Suite 160 (located on the first floor of the Paley Library Building). The College of Liberal Arts offers minors in:

- Africology and African American Studies
- American Studies
- Ancient Mediterranean Studies (see Classics)
- Anthropology (General)
- Anthropology (Human Biology)
- Anthropology (Visual)
- Arabic
- Asian-American Studies
- Asian Studies
- Chinese
- Classical Languages and Literature
- Clinical and Health Psychology
- Cognitive Neuroscience (see Psychology)
- Criminal Justice
- Economics

- English
- Environmental Studies
- French
- Gender, Sexuality, and Women's Studies
- Geography and Urban Studies
- German Language and Cultural Studies
- Global Studies
- History
- Interdisciplinary German Studies
- Italian
- Italian Studies
- 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

## 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 Center for Academic Advising and Professional Development, 1210 Polett Walk, Suite 160 (located on the first floor of the Paley Library Building). Certificates of specialization are available in the following programs:

- Asian Business and Society (see Asian Studies)
- Ethics (see Philosophy)
- Foreign Languages: Arabic, Chinese, French, German, Italian, Japanese, Spanish (see departments)
- Gender, Sexuality, and Women's Studies
- Geographic Information Systems (see Geography and Urban Studies)
- Health Research (see Sociology)
- Jewish Secular Studies (see Jewish Studies)
- Language and Cross-Cultural Communication (see Anthropology)
- Latin American Studies Semester (see Spanish)
- Management Career Certificate (see Economics)
- Political Economy (see Economics and Political Science)
- Social Science Research
- Spanish and Latin American Studies for Business (see Spanish)
- Spanish and Latino Studies for the Health and Human Services Professions (see Spanish)
- Sports and Society
- Professional Writing (see English)

## Academic Advising

Center for Academic Advising and Professional Development  
Paley Library  
1210 Polett Walk, Suite 160  
215-204-7971

claaac@temple.edu

<https://liberalarts.temple.edu/advising>

The Center for Academic Advising and Professional Development 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.
- Change of Program (COP) advising for students transferring into the College of Liberal Arts from other schools and colleges within Temple. Students seeking to declare their primary major in the College of Liberal Arts must contact the CLA Center for Academic Advising and Professional Development to be added to a "Change of Program" Canvas course which covers important information about academic advising and degree requirements. Upon successful completion of the course, students will receive a Change of Program form in order to finalize the process.
- Approving special requests including: academic forgiveness (<https://secretary.temple.edu/sites/secretary/files/policies/02.10.17.pdf>); course repeats (<https://secretary.temple.edu/sites/secretary/files/policies/02.10.12.pdf>); re-enrollment at the University ([http://www.temple.edu/vpus/documents/request\\_to\\_reenroll.pdf](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](http://www.temple.edu/vpus/documents/permission_courses_elsewhere.pdf)); registration overload (<http://bulletin.temple.edu/undergraduate/academic-policies/academic-course-load>); credit/no-credit (<http://bulletin.temple.edu/undergraduate/academic-policies/credit-no-credit-courses>) option for free electives; and other questions regarding University or College policies (<http://bulletin.temple.edu/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.

## 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 <https://liberalarts.temple.edu/about-us/resources/undergraduates/undergraduate-grievance-procedure>.

For more information, students should contact the college's Grievance Officer, Amanda Gibson, at [gibson@temple.edu](mailto: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 Center for Academic Advising and Professional Development.

## Pre-Law Advising

### Pre Law Advisors

Shelby Haverson  
 CLA Academic Advising  
 shelby.haverson@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 Center for Academic Advising and Professional Development 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:

Code	Title	Credit Hours
CSCD 1108	Introduction to Linguistics	3
AOD 2214	Conflict and Communication	3
ENG 2006	Non-Fiction Writing	3
ENG 2009	Writing the Research Essay	3
English 2000+	Upper-level literature courses	3
CSI 1111	Introduction to Public Speaking (formerly STRC 1111)	3
CSI 1113	Persuasion (formerly STRC 2112)	3

To develop analytical reasoning skills:

Code	Title	Credit Hours
PHIL 1055	Critical Thinking	3
PHIL 1066	Introduction to Logic	3
PHIL 1196	Introduction to Philosophy	3
PHIL 2121	Introduction to Ethical Theory	3
CSI 3601	Misperceptions and Misinformation (formerly STRC 3336)	3
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:

Code	Title	Credit Hours
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
GSWS 4004	Women and Criminal Justice	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

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](mailto:pcrowe@temple.edu).

## Faculty

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

*Zain Abdullah*, Associate Professor, Department of Religion, College of Liberal Arts; Ph.D., The New School for Social Research.

*Carolyn T. Adams*, Professor Emerita, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Washington University.

*Howard Addison*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Graduate Theological Foundation.

*Hiram Aldarondo*, Associate Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of Chicago.

*Lauren B. Alloy*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Cate Almon*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ed.D., Temple University.

*Rebecca T. Alpert*, Professor, Department of Religion, College of Liberal Arts; Ph.D., Temple University.

*Eli Alshanetsky*, Assistant Professor, Department of Philosophy, College of Liberal Arts; Ph.D., New York University.

*Michael Altimore*, Associate Professor (Teaching/Instructional), Department of Sociology, College of Liberal Arts; Ph.D., University of Iowa.

*Elizabeth Alvarez*, Associate Professor (Teaching/Instructional), Department of Religion, College of Liberal Arts; Ph.D., University of Chicago Divinity School.

*Genevieve Amara*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Northwestern University.

*Nilgün Anadolu-Okur*, Professor, Department of Africology and African American Studies, College of Liberal Arts; Ph.D., Hacettepe University.

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

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

*Molefi Kete Asante*, Professor, Department of Africology and 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.

*Melissa Auerbach*, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., Stony Brook University.

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

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

*Marcia B. Bailey*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Colgate Rochester Crozer Divinity.

*Chloé Bakalar*, Assistant Professor, Department of Political Science, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Debra Bangasser-Waxler*, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., Rutgers University.

*Alison Baren*, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., Graduate Center, City University of New York.

*Austin B. Bean*, Assistant Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Texas at Austin.

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

*Jamal Benin*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.

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

*Lila Corwin Berman*, 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., University of Chicago.

*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.

*Travis I. Blemings*, Assistant Professor (Teaching/Instructional), Department of Political Science, College of Liberal Arts; Ph.D., Temple University.

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

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

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

*Lisa A. Briand*, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Michigan.

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

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

*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.

*Nicholaos Catsis*, Assistant Professor (Teaching/Instructional), Department of Political Science, College of Liberal Arts; Ph.D., Temple University.



*Lee-Ann Chae*, Assistant Professor, Department of Philosophy, College of Liberal Arts; Ph.D., University of California Los Angeles.

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

*Colin Chamberlain*, Assistant Professor, Department of Philosophy, College of Liberal Arts; Ph.D., Harvard University.

*Isabelle Chang*, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., Temple 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 Gender, Sexuality, and Women's Studies, College of Liberal Arts; Ph.D., Temple University.

*Eugene Chislenko*, Assistant Professor, Department of Philosophy, College of Liberal Arts; Ph.D., University of California Berkeley.

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

*Yongjin Choi*, Assistant Professor (Teaching/Instructional), Department of Economics, College of Liberal Arts; Ph.D., North Carolina Chapel Hill.

*Elise Chor*, Assistant Professor, Department of Political Science, College of Liberal Arts; Ph.D., University of Chicago.

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

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

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

*Nyron Crawford*, Assistant Professor, Department of Political Science, College of Liberal Arts; Ph.D., The Ohio State University.

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

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

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

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

*Khila Dahal*, Assistant Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Texas State University.

*Shreyasee Das*, Assistant Professor (Teaching/Instructional), Department of Economics, College of Liberal Arts; Ph.D., University of Houston.

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

*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.

*James Michael DeLise*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.

*John A. Dern*, 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.

*Deborah A. G. Drabick*, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., State University of New York Stony Brook.

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

*Amelia Duffy-Tumas*, Assistant Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Rutgers University-New Brunswick.

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

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

*Jamie J. Fader*, Associate Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., University of Pennsylvania.

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

*Lauren A. Farmer*, Assistant Professor (Teaching/Instructional), Department of Political Science, College of Liberal Arts; Ph.D., Temple 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.

*Robert Faunce*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Graduate Center, City University of New York.

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

*Talissa Ford*, Associate 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., Temple 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.

*Justin I. Fugo*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.

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

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

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

*Bradley S. Gardner*, Assistant Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., City University of New York.

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

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

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

*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 Giuffre*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Rutgers University.

*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 Emeritus, Department of English, College of Liberal Arts; Ph.D., University of Wisconsin-Madison.

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

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

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

*Cristina Gragnani*, Associate Professor, Department of French, German, Italian and Slavic, College of Liberal Arts; Ph.D., Harvard University.

*Peter Gran*, Professor, Department of History, College of Liberal Arts; Ph.D., University of Chicago.

*Douglas Greenfield*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Columbia University.

*Leonard O. Greenfield*, Professor, Department of Anthropology, College of Liberal Arts; Ph.D., University of Michigan.

*Elizabeth Groff*, Associate Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., University of Maryland.

*Rachael Groner*, Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Purdue University.

*Lisa Grunberger*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., University of Chicago Divinity School.

*Alexandra Guisinger*, Assistant Professor, Department of Political Science, College of Liberal Arts; Ph.D., Yale University.

*Keith D. Gumery*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Temple University.

*Elizabeth Gunderson*, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Chicago.

*Victor Gutierrez-Velez*, Assistant Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Columbia University.

*Lee Hachadoorian*, Associate Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., City University of New York.

*Michael G. Hagen*, Associate Professor, Department of Political Science, College of Liberal Arts; Ph.D., University of California Berkeley.

*Simon Hakim*, Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Raymond Halnon*, Instructor (Teaching/Instructional), Department of Sociology, College of Liberal Arts; B.A., Boston College.

*Espen Hammer*, Professor, Department of Philosophy, College of Liberal Arts; Ph.D., The New School for Social Research.

*Patricia Hansell*, Associate Professor (Teaching/Instructional), Department of Anthropology, College of Liberal Arts; Ph.D., Temple University.

*Donald A. Hantula*, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Notre Dame.

*Carissa M. Harris*, Associate Professor, Department of English, College of Liberal Arts; Ph.D., Northwestern University.

*Carol Harris-Shapiro*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.

*Allison Hayes-Conroy*, Associate Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Clark University.

*Richard G. Heimberg*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., Florida State University.

*Chelsea A. Helion*, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., Cornell University.

*Katherine Henry*, Associate Professor, Department of English, College of Liberal Arts; Ph.D., Rutgers University.

*Kevin A. Henry*, Associate Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., McGill University.

*Karen Klaiber Hersch*, Associate Professor, Department of Greek and Roman Classics, College of Liberal Arts; Ph.D., Rutgers University.

*Michael Hesson*, Associate Professor (Teaching/Instructional), Department of Anthropology, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Rebeca L. Hey-Colón*, Assistant Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., Harvard University.

*Matthew L. Hiller*, Associate Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., Texas Christian University.

*Kathryn A. Hirsh-Pasek*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Jonathan C. Holmquist*, Associate Professor Emeritus, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., Princeton University.

*Kathy M. Houff*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., University of Georgia.

*Roselyn Hsueh*, Associate Professor, Department of Political Science, College of Liberal Arts; Ph.D., University of California Berkeley.

*Shuchen Susan Huang*, Assistant Professor (Teaching/Instructional), Department of Asian and Middle Eastern Languages and Studies, College of Liberal Arts; Ph.D., University of Massachusetts.

*Richard H. Immerman*, Professor Emeritus, Department of History, College of Liberal Arts; Ph.D., Boston College.

*Michael Ingram*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; M.F.A., University of Iowa.

*Cheryl L. Irons-Guynn*, Associate Professor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; J.D., Temple University.

*Andrew C. Isenberg*, Professor, Department of History, College of Liberal Arts; Ph.D., Northwestern University.

*Jessie B. Iwata*, Instructor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; M.S.Ed., Temple University.

*Peter James*, Associate Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., Lehigh University.

*Stephen Jankiewicz*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Rutgers University.

*Johanna Jarcho*, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of California Los Angeles.

*Wilbert L. Jenkins*, Associate Professor, Department of History, College of Liberal Arts; Ph.D., Michigan State University.

*Jayasinhji Jhala*, Associate Professor, Department of Anthropology, College of Liberal Arts; Ph.D., Harvard University.

*C. Amari Johnson*, Assistant Professor, Department of Africology and African American Studies, College of Liberal Arts; Ph.D.

*Kareem J. Johnson*, Associate Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., University of Michigan.

*Peter R. Jones*, Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., Aberystwyth University.

*Priya Joshi*, Professor, Department of English, College of Liberal Arts; Ph.D., Columbia University.

*Richard A. Joslyn*, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Cornell University.

*Joyce A. Joyce*, Professor, Department of English, College of Liberal Arts; Ph.D., University of Georgia.

*Nyasha Junior*, Assistant Professor, Department of Religion, College of Liberal Arts; Ph.D., Princeton Theological Seminary.

*Andrew Karpinski*, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D.

*Robert L. Kaufman*, Professor Emeritus, Department of Sociology, College of Liberal Arts; Ph.D., University of Wisconsin.

*Michael W. Kaufmann*, Associate Professor, Department of English, College of Liberal Arts; Ph.D., Columbia University.

*Charles Kaylor*, Assistant Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; M.U.P., University of Michigan.

*Gabriella Kecskes*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Temple University.

*James M. Kelly*, Assistant Professor (Teaching/Instructional), Department of Economics, College of Liberal Arts; Ph.D., Temple University.

*Philip C. Kendall*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., Virginia Commonwealth University.

*Dustin Kidd*, Associate Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of Virginia.

- Jacob Kim*, Assistant Professor (Teaching/Instructional), Department of Religion, College of Liberal Arts; Ph.D., Temple University.
- Sook Kyung Kim*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ed.D., Temple University.
- Joshua Klugman*, Associate Professor, Department of Sociology, College of Liberal Arts; Ph.D., Indiana University.
- Robin A. Kolodny*, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Johns Hopkins University.
- Rita Krueger*, Associate Professor, Department of History, College of Liberal Arts; Ph.D., Harvard University.
- Fyodor I. Kushnirsky*, Professor, Department of Economics, College of Liberal Arts; Ph.D., Plekhanov Institute of the National Economy.
- Kenneth L. Kusmer*, Professor Emeritus, Department of History, College of Liberal Arts; Ph.D., University of Chicago.
- Peter Lavelle*, Assistant Professor, Department of History, College of Liberal Arts; Ph.D., Cornell University.
- Anne Layman-Horn*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., New York University.
- Mindie Lazarus-Black*, Professor Emerita, Department of Anthropology, College of Liberal Arts; Ph.D., University of Chicago.
- Don Lee*, Professor, Department of English, College of Liberal Arts; M.F.A., Emerson College.
- Jeffrey Ethan Lee*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., New York University.
- Sue-Im Lee*, Associate Professor, Department of English, College of Liberal Arts; Ph.D., University of Illinois at Chicago.
- Michael A. Leeds*, Professor, Department of Economics, College of Liberal Arts; Ph.D., Princeton University.
- Frank Leib*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.
- Daniel Leonard*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Columbia University.
- Mark A. Leuchter*, Professor, Department of Religion, College of Liberal Arts; Ph.D., University of Toronto.
- Heather Levi*, Assistant Professor (Teaching/Instructional), Department of Anthropology, College of Liberal Arts; Ph.D., New York University.
- Judith A. Levine*, Associate Professor, Department of Sociology, College of Liberal Arts; Ph.D., Northwestern University.
- Laura S. Levitt*, Professor, Department of Religion, College of Liberal Arts; Ph.D., Emory University.
- Xiaojiang Li*, Assistant Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., University of Connecticut.
- Richard L. Libowitz*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.
- Vasiliki M. Limberis*, Professor, Department of Religion, College of Liberal Arts; Th.D., Harvard University.
- Jay B. Lockenour*, Associate Professor, Department of History, College of Liberal Arts; Ph.D., University of Pennsylvania.
- Peter Logan*, Professor Emeritus, Department of English, College of Liberal Arts; Ph.D., University of California Berkeley.
- Martin Lopez-Daneri*, Assistant Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Iowa.
- Gerardo Augusto Lorenzino*, Associate Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., Graduate Center, City University of New York.
- Hilary Iris Lowe*, Associate Professor, Department of History, College of Liberal Arts; Ph.D., University of Kansas.
- Johanna Catherine Maclean*, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D., Cornell University.
- Marian Makins*, Assistant Professor (Teaching/Instructional), Department of Greek and Roman Classics, College of Liberal Arts; Ph.D., University of Pennsylvania.
- Louis S. Mangione*, Associate Professor, Department of Asian and Middle Eastern Languages and Studies, College of Liberal Arts; Ph.D., Cornell University.
- Benny C. Marcus*, Associate Professor (Teaching/Instructional), Department of Sociology, College of Liberal Arts; Ph.D., University of Texas at Austin.
- Joseph Margolis*, Professor, Department of Philosophy, College of Liberal Arts; Ph.D., Columbia University.
- Peter J. Marshall*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Cambridge.



*James Martin*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Binghamton University.

*John Masker*, Associate Professor (Teaching/Instructional), Department of Political Science, College of Liberal Arts; Ph.D., Boston College.

*Michele Masucci*, Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Clark University.

*Melinda Mattingly*, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., Saint Louis University.

*Ama Mazama*, Professor, Department of Africology and African American Studies, College of Liberal Arts; Ph.D., La Sorbonne Nouvelle, Paris III.

*Walter Thomas McAllister*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; M.F.A., University of Iowa.

*Patricia M. McCarthy*, Associate Professor (Teaching/Instructional), Department of English, College of Liberal Arts; M.A., Temple University.

*Michael S. McCloskey*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Southern Mississippi.

*Stanley McDonald*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; M.F.A., Brown University.

*Alan McPherson*, Professor, Department of History, College of Liberal Arts; Ph.D., University of North Carolina at Chapel Hill.

*Joan Mellen*, Professor Emerita, Department of English, College of Liberal Arts; Ph.D., City University of New York.

*Alexander Melonas*, Assistant Professor (Teaching/Instructional), Department of Political Science, College of Liberal Arts; Ph.D., Temple University.

*Patricia Melzer*, Associate Professor, Department of French, German, Italian and Slavic, College of Liberal Arts; Ph.D., Clark University.

*Jeremy Mennis*, Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., The Pennsylvania State University.

*Shaeeda Mensah*, Assistant Professor (Teaching/Instructional), Department of Philosophy, College of Liberal Arts; Ph.D., The Pennsylvania State University.

*Joanne C. Metzger*, Assistant Professor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; J.D., Widener University School of Law.

*Catresa G. Meyers*, Assistant Professor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; J.D., Temple University.

*Travis Meyers*, Assistant Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., Arizona State University.

*Aldona Middlesworth*, Instructor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; M.A., Temple University.

*Marina Mikhaylova*, Assistant Professor (Teaching/Instructional), Department of Anthropology, College of Liberal Arts; Ph.D., University of Chicago.

*Juris M. Milestone*, Assistant Professor (Teaching/Instructional), Department of Anthropology, College of Liberal Arts; Ph.D., Temple University.

*Nichole E. Miller*, Associate Professor, Department of English, College of Liberal Arts; Ph.D., University of California Irvine.

*David Mislin*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Boston University.

*Robin N. Mitchell-Boyask*, Professor, Department of Greek and Roman Classics, College of Liberal Arts; Ph.D., Brown University.

*Pamela Beth Monaco*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.

*Elizabeth J. Moore*, Associate Professor, Department of English, College of Liberal Arts; M.F.A., City University of New York-Hunter College.

*Patricia A. Moore-Martinez*, Associate Professor (Teaching/Instructional), Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., Temple University.

*Thomas Morton*, Assistant Professor (Teaching/Instructional), Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Geoffrey Moss*, Associate Professor (Teaching/Instructional), Department of Sociology, College of Liberal Arts; Ph.D., Columbia University.

*Andrew R. Mossin*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.

*Katherina Motyl*, Assistant Professor, Department of History, College of Liberal Arts; Ph.D., University of Chicago.

*Gary A. Mucciaroni*, Professor, Department of Political Science, College of Liberal Arts; Ph.D., University of Wisconsin-Madison.

*Srimati Mukherjee*, Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., University of Louisiana.

*Eleanor Mulhern*, Assistant Professor (Teaching/Instructional), Department of Greek and Roman Classics, College of Liberal Arts; Ph.D., Bryn Mawr College.

*Rimun Murad*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Louisiana State University.

*Vishnu Murty*, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., Duke University.

*Shigenori Nagatomo*, Professor, Department of Religion, College of Liberal Arts; Ph.D., University of Hawaii.

*Jaclyn Neel*, Assistant Professor (Teaching/Instructional), Department of Greek and Roman Classics, College of Liberal Arts; Ph.D., University of Toronto.

*Michael Neff*, Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; M.A., University of Pennsylvania.

*Kimani Nehusi*, Associate Professor (Teaching/Instructional), Department of Africology and African American Studies, College of Liberal Arts; Ph.D., University College of London.

*Harvey R. Neptune*, Associate Professor, Department of History, College of Liberal Arts; Ph.D., New York University.

*Nora S. Newcombe*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., Harvard University.

*Jessica M. Newman*, Assistant Professor, Department of Anthropology, College of Liberal Arts; Ph.D., Yale University.

*Steven L. Newman*, Associate Professor, Department of English, College of Liberal Arts; Ph.D., Johns Hopkins University.

*William M. Newman*, Assistant Professor (Teaching/Instructional), Department of Economics, College of Liberal Arts; M.A., Temple University.

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

*David Nickerson*, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Yale University.

*Daniel T. O'Hara*, Professor Emeritus, Department of English, College of Liberal Arts; Ph.D., Temple University.

*Ajima Olaghere*, Assistant Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., George Mason University.

*Thomas Olino*, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., Stony Brook University.

*Lauren Olsen*, Assistant Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of California San Diego.

*Ingrid Olson*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., Yale University.

*Ryan Omizo*, Assistant Professor, Department of English, College of Liberal Arts; Ph.D., The Ohio State University.

*David J. Organ*, Assistant Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., University of California Berkeley.

*Richard Orodnenker*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; M.A., Johns Hopkins University.

*Laura A. Orrico*, Assistant Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of California Los Angeles.

*Miles D. Orvell*, Professor, Department of English, College of Liberal Arts; Ph.D., Harvard University.

*Jena Osman*, Professor, Department of English, College of Liberal Arts; Ph.D., State University of New York at Buffalo.

*Lara Ostaric*, Associate Professor, Department of Philosophy, College of Liberal Arts; Ph.D., University of Notre Dame.

*Sharon C. Ostrow*, Instructor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; M.A., Rutgers University.

*Willis F. Overton*, Professor Emeritus, Department of Psychology, College of Liberal Arts; Ph.D., Clark University.

*Randall J. Pabich*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.

*Christine Palumbo-De Simone*, Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Temple University.

*Marcela Pardes*, Associate Professor (Teaching/Instructional), Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., Temple University.



*Vinay Parikh*, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., Punjabi University.

*Anna L. Peak*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.

*C. Hamil Pearsall*, Assistant Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Clark University.

*Elizabeth W. Pearson*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; M.A., Sarah Lawrence College.

*José Manuel Pereiro Otero*, Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of Colorado Boulder.

*Donna Marie Peters*, Assistant Professor (Teaching/Instructional), Department of Sociology, College of Liberal Arts; Ph.D., The New School for Social Research.

*Sonja Peterson-Lewis*, Associate Professor, Department of Africology and African American Studies, College of Liberal Arts; Ph.D., University of Florida-Gainesville.

*Montserrat Piera*, Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., The Pennsylvania State University.

*Danya Pilgrim*, Assistant Professor, Department of History, College of Liberal Arts; Ph.D., Yale University.

*Michelle Pinto*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., New York University.

*Mark A. Pollack*, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Harvard University.

*Lori Pompa*, Instructor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; M.S.W., Rutgers University.

*Joshua M. Pongan*, Instructor (Teaching/Instructional), Department of Spanish and Portuguese, College of Liberal Arts; Ph.D.

*Gary D. Pratt*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Brandeis University.

*Peter Puchek*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Lehigh University.

*Victor M. Pueyo Zoco*, Associate Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., State University of New York Stony Brook.

*Robert Rabiee*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., University of Southern California.

*David E. Racker*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Tulane University.

*Elver S. Ramirez-Franco*, Associate Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of Pittsburgh.

*Anthony Ranere*, Professor Emeritus, Department of Anthropology, College of Liberal Arts; Ph.D., University of California Davis.

*Jerry H. Ratcliffe*, Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., University of Nottingham (UK).

*Leslie A. Reeder-Myers*, Assistant Professor, Department of Anthropology, College of Liberal Arts; Ph.D., Southern Methodist University.

*Aunshul P. Rege*, Assistant Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., Rutgers University.

*Terry Rey*, Associate Professor, Department of Religion, College of Liberal Arts; Ph.D., Temple University.

*Eunsook Ha Rhee*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ed.D., Temple University.

*Monica Ricketts*, Assistant Professor, Department of History, College of Liberal Arts; Ph.D., Harvard University.

*Scott Ritner*, Assistant Professor (Teaching/Instructional), Department of Political Science, College of Liberal Arts; Ph.D., The New School for Social Research.

*Moritz Ritter*, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Toronto.

*Paula D. Robison*, Associate Professor, Department of English, College of Liberal Arts; Ph.D., University of Pennsylvania.

*L. Christie Rockwell*, Associate Professor, Department of Anthropology, College of Liberal Arts; Ph.D., University of California Davis.

*Norman Roessler*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., University of Pennsylvania.

- Wilbert J. Roget*, Associate Professor, Department of French, German, Italian and Slavic, College of Liberal Arts; Ph.D., University of Pittsburgh.
- Caterina Gouvis Roman*, Associate Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., American University.
- Jessica Roney*, Associate Professor, Department of History, College of Liberal Arts; Ph.D., Johns Hopkins University.
- Christina Rosan*, Associate Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Massachusetts Institute of Technology.
- Cathryn Jo Rosen*, Associate Professor, Department of Criminal Justice, College of Liberal Arts; LL.M., Temple University.
- Natasha T. Rossi*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Columbia University.
- Christopher Roy*, Assistant Professor (Teaching/Instructional), Department of Anthropology, College of Liberal Arts; Ph.D., Princeton University.
- Eileen Ryan*, Assistant Professor, Department of History, College of Liberal Arts; Ph.D., Columbia University.
- James Salazar*, Associate Professor, Department of English, College of Liberal Arts; Ph.D., University of California Berkeley.
- Michael W. Sances*, Assistant Professor, Department of Political Science, College of Liberal Arts; Ph.D., Massachusetts Institute of Technology.
- Rickie Sanders*, Professor Emerita, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., The Ohio State University.
- Viviane Sanfelice*, Assistant Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Rochester.
- Sheryl Sawin*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., University of Rochester.
- Danielle Scherer*, Assistant Professor (Teaching/Instructional), Department of Global Studies Program, College of Liberal Arts; Ph.D., Temple University.
- Jeremy Schipper*, Professor, Department of Religion, College of Liberal Arts; Ph.D., Princeton Theological Seminary.
- Kolson Schlosser*, Associate Professor (Teaching/Instructional), Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., The Pennsylvania State University.
- Joseph M. Schwartz*, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Harvard University.
- Ryan T. Sentner*, Instructor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; M.A., Rutgers University.
- Sandra Sepulveda-Kozakowski*, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., University of Delaware.
- Mansi A. Shah*, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Pittsburgh.
- Jordan Shapiro*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Pacifica Graduate Institute.
- Pamela J. Shapiro*, Associate Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., Temple University.
- Jacob Shell*, Assistant Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Syracuse University.
- Adam Joseph Shellhorse*, Associate Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of California Berkeley.
- Thomas F. Shipley*, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Pennsylvania.
- Jill K. Sigman*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Brown University.
- Pedro Silos*, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Iowa.
- Daniel A. Silverman*, Associate Professor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; J.D., Temple University.
- Bryant Simon*, Professor, Department of History, College of Liberal Arts; Ph.D., University of North Carolina at Chapel Hill.
- Alan S. Singer*, Professor, Department of English, College of Liberal Arts; Ph.D., University of Washington.
- Matthew Smetona*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.
- Aaron X. Smith*, Assistant Professor (Teaching/Instructional), Department of Africology and African American Studies, College of Liberal Arts; Ph.D., Temple University.
- David V. Smith*, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., Duke University.

*Sandra Wilson Smith*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., City University of New York.

*Hillel David Soifer*, Associate Professor, Department of Political Science, College of Liberal Arts; Ph.D., Harvard University.

*Miriam Solomon*, Professor, Department of Philosophy, College of Liberal Arts; Ph.D., Harvard University.

*John A. Sorrentino*, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D., Purdue University.

*Laura Spagnoli*, Associate Professor (Teaching/Instructional), Department of French, German, Italian and Slavic, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Howard Spodek*, Professor, Department of History, College of Liberal Arts; Ph.D., University of Chicago.

*Gerald J. Stahler*, Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Temple University.

*Damien Stankiewicz*, Assistant Professor, Department of Anthropology, College of Liberal Arts; Ph.D., New York University.

*Jessica Stanton*, Associate Professor, Department of Political Science, College of Liberal Arts; Ph.D., Columbia University.

*Laurence D. Steinberg*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., Cornell University.

*R. Michael Stewart*, Professor Emeritus, Department of Anthropology, College of Liberal Arts; Ph.D., Catholic University.

*Mary Stricker*, Associate Professor (Teaching/Instructional), Department of Sociology, College of Liberal Arts; Ph.D., Temple University.

*Dorothy Stringer*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., University at Albany, State University of New York.

*William J. Stull*, Professor, Department of Economics, College of Liberal Arts; Ph.D., Massachusetts Institute of Technology.

*Sandra L. Suárez*, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Yale University.

*Charles E. Swanson*, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Minnesota.

*Leonard J. Swidler*, Professor, Department of Religion, College of Liberal Arts; Ph.D., University of Wisconsin.

*Michael D. Szekely*, Assistant Professor (Teaching/Instructional), Department of Philosophy, College of Liberal Arts; Ph.D., Temple University.

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

*Benjamin Talton*, Associate Professor, Department of History, College of Liberal Arts; Ph.D., University of Chicago.

*Ralph B. Taylor*, Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., Johns Hopkins University.

*Ronald D. Taylor*, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Michigan.

*Rebecca Tesfai*, Assistant Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Kimberley Thomas*, Assistant Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., Rutgers University.

*Ruth P. Thomas*, Professor, Department of French, German, Italian and Slavic, College of Liberal Arts; Ph.D., Yale University.

*Wendy A. Thompson*, Assistant Professor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; Ph.D., Temple University.

*Barbara E. Thornbury*, Professor, Department of Asian and Middle Eastern Languages and Studies, College of Liberal Arts; Ph.D., University of British Columbia.

*Teshale Tibebe*, Professor, Department of History, College of Liberal Arts; Ph.D., State University of New York at Binghamton.

*Olga Timoshenko*, Associate Professor, Department of Economics, College of Liberal Arts; Ph.D., Yale University.

*Melissa Toomey*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Miami University.

*Paul D. Toth*, Associate Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., University of Pittsburgh.

*Tara N. Tripp*, Instructor (Teaching/Instructional), Department of Criminal Justice, College of Liberal Arts; M.S., Saint Joseph's University.

*Kathleen S. Uno*, Associate Professor, Department of History, College of Liberal Arts; Ph.D., University of California Berkeley.

*Gregory J. W. Urwin*, Professor, Department of History, College of Liberal Arts; Ph.D., University of Notre Dame.

*Ryan Vander Wielen*, Professor, Department of Political Science, College of Liberal Arts; Ph.D., Washington University in St. Louis.

*Istvan L. Varkonyi*, Associate Professor, Department of French, German, Italian and Slavic, College of Liberal Arts; Ph.D., Washington University in St. Louis.

*Rani Vasudeva*, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; Ph.D., Drexel University.

*Jane Vaynman*, Assistant Professor, Department of Political Science, College of Liberal Arts; Ph.D., Harvard University.

*Lawrence Venuti*, Professor, Department of English, College of Liberal Arts; Ph.D., Columbia University.

*Pablo S. Vila*, Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of Texas at Austin.

*Gerald A. Vision*, Professor, Department of Philosophy, College of Liberal Arts; Ph.D., University of Michigan.

*E. Rely Vilcicã*, Associate Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., Temple University.

*Thomas J. Waidzunas*, Assistant Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of California San Diego.

*Shannon Walters*, Associate Professor, Department of English, College of Liberal Arts; Ph.D., The Pennsylvania State University.

*Grant H. Ward*, Associate Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., Temple University.

*Jeffrey T. Ward*, Assistant Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., University of Florida.

*Donald Wargo*, Associate Professor (Teaching/Instructional), Department of Economics, College of Liberal Arts; Ph.D., Temple University.

*David Waxler*, Assistant Professor (Teaching/Instructional), Department of Psychology, College of Liberal Arts, Rutgers University.

*Ronald W. Webb*, Instructor (Teaching/Instructional), Department of Latin American Studies, College of Liberal Arts; Ph.D., The Pennsylvania State University.

*Douglas Webber*, Assistant Professor, Department of Economics, College of Liberal Arts; Ph.D., Cornell University.

*Marsha A. Weinraub*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Michigan.

*Robert W. Weisberg*, Professor, Department of Psychology, College of Liberal Arts; Ph.D., Princeton University.

*Charles A. Weitz*, Associate Professor, Department of Anthropology, College of Liberal Arts; Ph.D., The Pennsylvania State University.

*Susan Wells*, Professor Emerita, Department of English, College of Liberal Arts; Ph.D., University of Texas at Austin.

*Wayne N. Welsh*, Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., University of California Irvine.

*Gabriel Wettach*, Professor (Teaching/Instructional), Department of English, College of Liberal Arts; Ph.D., Purdue University.

*Sydney D. White*, Associate Professor, Department of Religion, College of Liberal Arts; Ph.D., University of California Berkeley.

*Catherine Wiley*, Assistant Professor (Teaching/Instructional), Department of English, College of Liberal Arts; Ph.D., Temple University.

*Kimberly D. Williams*, Associate Professor, Department of Anthropology, College of Liberal Arts; Ph.D., The Ohio State University.

*Lalain Williams*, Instructor (Teaching/Instructional), Department of Psychology, College of Liberal Arts; M.S., Capella University.

*Roland L. Williams Jr.*, Professor, Department of English, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Mathieu E. Wimmer*, Assistant Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Gregory Winch*, Assistant Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; Ph.D., Southern Illinois University.

*Brad Windhauser*, Associate Professor (Teaching/Instructional), Department of Writing Program, College of Liberal Arts; M.F.A., Queens University of Charlotte.

*Steven Windisch*, Assistant Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., University of Nebraska.

*Celeste M. Winston*, Assistant Professor, Department of Geography and Urban Studies, College of Liberal Arts; Ph.D., City University of New York.

*Gordon Witty*, Assistant Professor (Teaching/Instructional), Department of Asian and Middle Eastern Languages and Studies, College of Liberal Arts; M.A., University of Pennsylvania.

*David Wolfsdorf*, Professor, Department of Philosophy, College of Liberal Arts; Ph.D., University of Chicago.

*Jennifer D. Wood*, Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., University of Toronto.

*Alese Wooditch*, Assistant Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., George Mason University.

*Matt Wray*, Associate Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of California Berkeley.

*Hongling Xie*, Associate Professor, Department of Psychology, College of Liberal Arts; Ph.D., University of North Carolina at Chapel Hill.

*Sean Yom*, Associate Professor, Department of Political Science, College of Liberal Arts; Ph.D., Harvard University.

*Reiko Yoshida*, Instructor (Teaching/Instructional), Department of Asian and Middle Eastern Languages and Studies, College of Liberal Arts; M.A., West Chester University.

*Ralph F. Young*, Professor (Teaching/Instructional), Department of History, College of Liberal Arts; Ph.D., Michigan State University.

*Amarat Zaatut*, Assistant Professor, Department of Criminal Justice, College of Liberal Arts; Ph.D., Rutgers University.

*Janire Zalbidea*, Assistant Professor, Department of Spanish and Portuguese, College of Liberal Arts; Ph.D., Georgetown University.

*Lu Zhang*, Associate Professor, Department of Sociology, College of Liberal Arts; Ph.D., Johns Hopkins University.

*Shanyang Zhao*, Professor, Department of Sociology, College of Liberal Arts; Ph.D., University of Maryland.

*Yun Zhu*, Assistant Professor, Department of Asian and Middle Eastern Languages and Studies, College of Liberal Arts; Ph.D., University of South Carolina.

*Rebekah Zhuraw*, Assistant Professor (Teaching/Instructional), Department of Intellectual Heritage, College of Liberal Arts; Ph.D., University of Pennsylvania.

*Adam Ziegfeld*, Assistant Professor, Department of Political Science, College of Liberal Arts; Ph.D., Massachusetts Institute of Technology.

*Dai Zusai*, Assistant Professor, Department of Economics, College of Liberal Arts; Ph.D., University of Wisconsin-Madison.