

Bulletin of  
Duke Kunshan University

Undergraduate Instruction  
2025-2026

**July 2025**

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The information in this bulletin applies to the academic year 2025-2026 and is accurate and current, to the fullest extent possible, as of July 2025. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

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

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

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

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

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## Part 1: General Information

Welcome to Duke Kunshan University and the exciting opportunities we offer our students for intellectual and personal development. Duke Kunshan has set ambitious goals for itself: to provide a Duke-quality education in China, for the world, and to create an inclusive community of future global leaders who will shape a more knowledgeable, innovative and responsible planet.

To achieve these important goals, Duke Kunshan is dedicated to the highest educational standards and to providing multiple opportunities for students to learn with world-class faculty, both inside and outside the classroom, and from one another. We invite you to join our global community of students, faculty and staff members from over 70 countries as we work to achieve an impact that exceeds our potential!

Duke Kunshan's liberal arts and sciences education will equip you with critical thinking, interdisciplinary knowledge, problem-solving, cross-cultural communication, leadership skills, and the courage and wisdom required to make a difference in the world. In addition, you will enjoy a unique opportunity to help shape a young, growing university into the inspiring institution you envisioned when you chose to come here.

Please use this bulletin to learn more about us and forge your own path across the limitless opportunities that Duke Kunshan University has to offer.

Welcome, and let the journey begin!

Dr. Yaolin Liu  
Chancellor  
Duke Kunshan University

Dr. John Quelch  
Executive Vice Chancellor  
Duke Kunshan University

## Mission Statement

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

## Statement on Diversity and Inclusion

Duke Kunshan University welcomes passionate, creative and intellectually-driven students, faculty and staff from all walks of life, from all over the world. We affirm the diverse histories, perspectives, experiences, identities, languages and cultures that enhance our community, and we aim to create an environment where all members of our community are accepted, appreciated and celebrated. Our commitment to inclusivity is grounded in the university's mission. DKU is a community where those who study, live and work see difference as an opportunity for meaningful dialogue, creative expression and innovative thinking. The university aspires to foster mutual respect and understanding among and for all people, regardless of differing cultures, ethnicities, races, religions, genders, sexual orientations, ages, national origins, socio-economic backgrounds, capabilities or any other category that can be used to divide people. Our uniquely rich cultural community is designed to cultivate informed and engaged citizens of the world.

## Who We Are

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

With the goal of spearheading the future of higher education, Duke Kunshan is influenced and informed by both Chinese and American traditions of higher education. Duke Kunshan delivers academic programs designed to address society's future needs through a commitment to problem-based learning that challenges students to apply their knowledge during the learning process.

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

Duke Kunshan is governed by an independent Board of Trustees and operates under a set of guiding principles that are consistent with those of world-leading universities. Administrative operations are in the charge of the university leadership team, headed by the Chancellor and the Executive Vice Chancellor.

Dr. Yaolin Liu, Duke Kunshan University Chancellor, is an expert in geographic information science, Changjiang Distinguished Professor at Wuhan University, and vice chairman of the Ministry of Education's Steering Committee on Geography Education. At Wuhan University, Liu served as dean of its School of Resources and Environmental Science for 17 years. Dr. John Quelch is Executive Vice Chancellor and Distinguished Professor of Social Science at Duke Kunshan University. Quelch spent more than thirty years as a professor at Harvard Business School and Harvard T.H. Chan School of Public Health. He also has extensive experience as an academic administrator, having served as dean at three prestigious business schools on three continents: London Business School, the China Europe International Business School (CEIBS), and the University of Miami Herbert Business School.

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

## Partners

### Duke University

A private comprehensive teaching and research university, Duke traces its roots to 1838, and officially became Duke University in 1924. In addition to liberal arts and engineering education at the undergraduate level, Duke offers graduate and professional study in arts and sciences, business, divinity, engineering, the environment, law, public policy, medicine and nursing. Duke enrolls more than 16,500 students in its undergraduate, graduate and professional programs.

Duke's home campus is situated on nearly 9,000 acres in Durham, North Carolina, USA, a city of more than 250,000 people. Duke also is active internationally through the Duke-NUS Graduate Medical School in Singapore, Duke Kunshan University in China and numerous research and education programs across the globe. Many Duke students pursue service-learning opportunities in Durham and around the world through DukeEngage and other programs that advance the university's mission of "knowledge in service to society."

### Wuhan University

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

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

The university partners with more than 400 universities and research institutes in over 45 countries and regions. Its campus is regarded as one of the most beautiful in the country, boasting palatial buildings that blend Eastern and Western architectural styles.

## Kunshan

Kunshan is a satellite city in the southeast of Jiangsu province, located within the greater Suzhou region and adjacent to Shanghai. Kunshan is regarded as one of the country's most economically successful county-level administrations. The city has consistently topped Forbes China's list of the mainland's best county-level cities. With a migrant population larger than the number of its permanent residents, Kunshan was a winner of the 2010 UN-Habitat Scroll of Honor Award, the most prestigious award given by the United Nations, along with Singapore and Vienna in recognition of work carried out in the field of human settlements development, for the city's innovative approach to granting migrants the right to essential services. It also has received titles and awards such as a National Hygiene City, Excellent Tourism City of China and National Garden City, as well as a National Model City of Environment Protection and National Model Zone of Ecology.

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

## Duke Kunshan University Community Standard

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

## Part 2: A Liberal Arts Education at Duke Kunshan University

### A 21st Century Curriculum

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

### A Liberal Arts College Experience

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

### Dual Degrees

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

### Animating Principles

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

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

- **Rooted Globalism:** *To cultivate informed and engaged citizens who are knowledgeable about each other's histories, traditions of thought and affiliations; and skilled in navigating among local, national and global identities and commitments.*
- **Collaborative Problem-Solving:** *To instill the habits of collaboration and the ability to synthesize disparate insights in solving complex challenges.*
- **Research and Practice:** *To enhance the ability to forge links between theory and practice in the many-sided and rapidly changing world of human need.*
- **Lucid Communication:** *To develop the ability to communicate effectively, both orally and in writing, and to listen attentively to different viewpoints in coming to mature judgments.*
- **Independence and Creativity:** *To nurture free inquiry, deep reflection and a drive to ask interesting questions and find compelling answers.*
- **Wise Leadership:** *To shape thinkers and doers who possess the moral compass to guide communities and institutions toward a common good and who have the wisdom and technical competence to deal effectively with complexity.*
- **A Purposeful Life:** *To form reflective scholars who test their core beliefs, connect their course of study to big questions of meaning, and who build the capacity for lifelong learning and exploration.*

## Part 3: The Curriculum

### Overview

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

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

While some students pursue relative depth in their disciplinary studies, most DKU students will eschew disciplinary specialization while focusing more on developing broad expertise in the questions underlying the interdisciplinary community - and in that case the outcome can be a powerful kind of integrative education for students whose goal is not disciplinary studies in graduate school, but preprofessional post-graduate education in fields that address global challenges, which is where a great many careers and life paths lie. This approach allows for a highly integrative, team-based approach to problem solving and knowledge acquisition. For students oriented towards disciplinary graduate studies, the integrative and out-looking approach in the interdisciplinary community broadens and enriches their deeper specialist expertise. Our strong expectation is that a student with relatively deep disciplinary expertise who also has interacted in a significant, deep way with an interdisciplinary group focused on big questions will be more, not less, appealing to graduate schools or other specialty pursuits. For certain disciplines, students oriented towards graduate school may also need to use some electives, guided independent studies, research, online courses and study away courses to deepen expertise beyond the number of courses required for the disciplinary specialization.

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

During their junior and senior years, undergraduate students will have experience addressing complex problems outside the classroom as well as within through “Signature Work.” Signature Work combines research, practice, writing, and reflection under the mentorship of Duke Kunshan University faculty. Students are encouraged to seek creative alignments between curricular pathways and to produce a unique scholarly, empirical, or creative work.

## Key Components

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

### Structures

- **Interdisciplinary Majors** are designed without respect to traditional academic boundaries, and seek explicitly to integrate knowledge from diverse areas of the curriculum, to better understand an interdisciplinary, problem, question, or area.
- **Divisional areas of knowledge** organize the faculty—Natural and Applied Sciences; Social Sciences; and Arts and Humanities – rather than traditional majors or departments.
- **Intensive 7-week terms** enable students to take two in-depth courses each session with the flexibility to take some courses in 14-week blocks.
- **Fridays** are designed for practica, field trips, internships, co-curricular activities, and civic engagement.
- **Exploratory mini-term courses** provide a focused exposure to a single topic while enabling students to move outside of their comfort zones. There are no grades for these non-credit courses.
- **Seminars of fewer than 20 students** are the primary mechanism for instruction and the means by which excellence in writing, speaking, and listening are nurtured, supplemented by courses in English for Academic Purposes.

### Core Components

- **Common Core courses** required of all students focus on big questions and critical challenges. Students take one per year for three years.
- **Language courses** required in English, Chinese, or potentially a third language.
- **Majors that have interdisciplinary and disciplinary components**, with the former serving as the entry point and primary definition of students’ academic communities and the latter providing specialized training, as well as **divisional foundation courses** that prepare students for advanced study and faculty-mentored **signature work** that investigates a topic, problem or issue, through independent research.

- **Electives** that broaden students' educational experience via simple distributional requirements and additionally enable them either to develop greater specialized knowledge or to further increase the breadth of their study.

These components are reflected in specific requirements:

- **General Education:** 3 common core courses (12 credits), 2-4 language courses (8-16 credits) depending on proficiency, 1 two-credit writing course (2 credits), 3 electives (12 credits) as distributional requirements, and one Quantitative Reasoning course (4 credits)
- **Major:** 16-19 courses (64 to 76 credits) (foundation, interdisciplinary, disciplinary, and capstone)
- **Electives:** 8-13 courses (32 to 52 credits) depending on major and language proficiency, which include the three electives as distributional requirements and one Quantitative Reasoning course in General Education
- **Mini-term course:** 1 non-credit exploratory mini-term course
- **Signature Work Project:** 8-credit signature work project consisting of Capstone courses (two 4-credit or two 2-credit and one 4-credit), and a public presentation of the final signature work product and other outcomes.

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

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

**Figure 1. Course Distribution and Graduation Requirements**



## Degree Requirements

### General Education Requirements

#### ***Common Core (3 courses, 12 credits)***

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

The three common core courses are China in the World (Year 1), Global Challenges in Science, Technology and Health (Year 2), and Ethics, Citizenship and the Examined Life (Year 3). In order to promote the common experience among the same class of students, these three common core courses must be taken during the Fall or Spring term in the designated year of study. Students who fail to register for a common core course in the designated year may have their registration administratively adjusted and/or may lose their eligibility to study away.

#### ***Distribution Requirement (3 courses, 12 credits)***

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

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

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<sup>2</sup> A student may fulfill the distribution requirement in a divisional area by taking one four-credit or two two-credit courses with that divisional area attribute.

### ***Quantitative Reasoning Course Requirement (1 course, 4 credits)***

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

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

### ***Language Courses (4-8 courses, 8-16 credits)***

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

Duke Kunshan University's medium of instruction is English, so it is imperative that all students have a strong command of English; the ability to produce effective academic papers and presentations in English is especially important. Students whose secondary education was not in English medium schools will generally benefit from instruction in academic English skills, and will therefore be assigned to the English for Academic Purposes (EAP) track and be required to take two course sequences, EAP 101A and 101B and EAP 102A and 102B. Students can further develop their academic English skills by taking elective EAP courses and/or written and oral communication (WOC) courses, as well as the required 2-credit writing course (see below).

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

Students who enter Duke Kunshan University with such a strong command of both English and Chinese that they can readily do academic work in both languages - and that no appropriate EAP

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<sup>3</sup> Courses with more than one attribute can only be counted as one of these attributes.

and CSL courses are offered for them - will not be assigned to either the EAP track or the CSL track. These students can satisfy their foreign language requirement in several ways. One option is to take advanced written and oral communication (WOC) courses. Another option is to take courses in an additional language.

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

### Advanced Chinese Certification

CSL-track students have the option of obtaining advanced certification in Chinese. This certification is an option for international students, including heritage learners of Chinese, who achieve advanced proficiency levels in Chinese through additional coursework and independent study. This recognition acknowledges their effort and accomplishment. This certification is only for CSL-track students, or students who do not enter DKU with first-language proficiency in Chinese. Students who have questions about their eligibility may contact the Senior Director of the Language and Culture Center.

To obtain this certification, eligible students must complete the following

Must successfully complete Chinese 302B (or a Chinese course at a higher level) with a grade of B or higher	
Must pass an oral proficiency interview at an advanced level. <sup>4</sup> This can be done in one of two ways.	<p>Option A: Register for and take an official OPI interview,<sup>5</sup> and pass with a rating within the Advanced range.</p> <p>Option B: Take an oral interview examination administered by DKU faculty and pass with a rating equivalent to that of the Advanced range according to ACTFL proficiency guidelines.<sup>6</sup></p>

This certification is not a degree. A notation of accomplishment will appear on transcripts of students who successfully meet the certification requirements.

### ***Writing Course (1 course, 2 credits)***

The primary goal of the 2-credit writing courses (W) is to give students a chance to practice and develop their writing skills (e.g., stating positions clearly, explaining ideas well, supporting arguments) through studying and then writing about an interesting topic. Writing assignments include any kind of expository writing that fits the subject matter of the course (e.g., position papers, argument papers, policy briefs, critiques, summaries, reports, editorials, literature

<sup>4</sup> Here “advanced” as defined as a level within the Advanced range as described by the Proficiency Levels of the American Council on the Teaching of Foreign Languages (ACTFL). Students may take the interview test more than once.

<sup>5</sup> This is at the student’s own expense.

<sup>6</sup> This is not an official ACTFL certification and should not be presented as such.

reviews). These courses will require weekly writing assignments and student writing is the main factor in the course grade. Students will also learn citation practices and how to find and evaluate references for their writing. First-year students are required to take a required 2-credit writing course during their first session at DKU.

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

Majors have **interdisciplinary and disciplinary components**, with the former serving as the entry point and primary definition of students' academic community and the latter providing specialized training, as well as divisional foundation courses that prepare students for advanced study, and faculty-mentored **signature work** that investigates a topic, problem, or issue through independent research.

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

Students are responsible for meeting the requirements of a major as stated in the Bulletin for the year in which they matriculated at DKU; however, they have the option of meeting requirements in the major changed subsequent to the students' matriculation, unless otherwise noted.

#### ***Divisional Foundation Courses (2 to 5 courses, 8 to 20 credits, depending on major)***

Divisional Foundation courses provide opportunities to develop knowledge and skills essential to advanced work in each division. These are meant to be completed early in a student's academic career, and no later than the junior year. Students in their junior year who have not completed all their Divisional Foundation courses may have their registration administratively adjusted to accommodate these courses. Divisional Foundation courses provide the skills necessary to excel in upcoming major coursework.

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

Interdisciplinary courses are characterized by distinct curricular pathways spanning several traditional disciplines. These are broad but defined areas of study that encourage integrative and multidisciplinary habits of inquiry and knowledge acquisition. The interdisciplinary component of a major serves as a primary definition of the student's academic community. It requires 4 to 7 courses and might be problem-focused, comparative and cross-cultural, or innovative fusions within or across divisions. In the social sciences and the arts and humanities communities, students in their 3rd and/or 4th years will undertake advanced seminars that enable them to integrate their studies from more specialized areas.

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

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

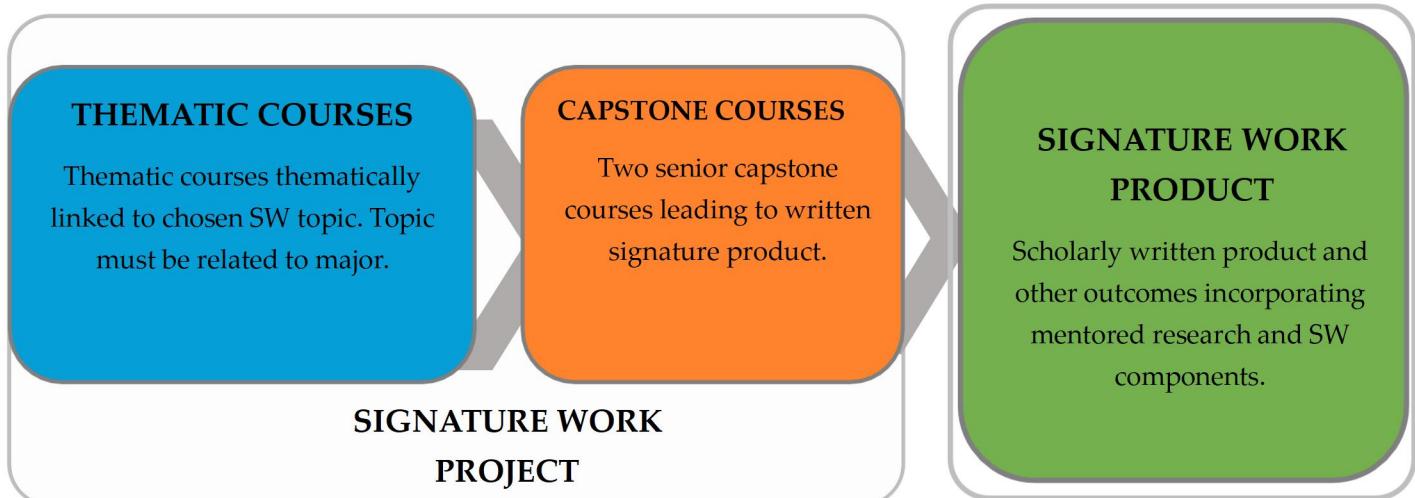
### ***Signature Work (8 credits)***

Signature Work calls for all students to investigate one or more questions, problems, or issues that are of particular importance to themselves and to society. Students will engage with their Signature Work project for much of their time at DKU. In their sophomore year, students begin to identify a topic and a Mentor in a related field. In their junior year, they begin background research on their topic and write a formal Proposal, approved by their Mentor, that lays out their aims and methodology. In their senior year, they typically conduct the bulk of their original research/work, write up their findings, and present them publicly to the university community. For many students, the Signature Work process and product represent a major step toward their post-undergraduate careers.

Though Signature Work projects vary considerably across fields and disciplines, all fall under one of two categories: Scholarly and Creative/Design. Scholarly projects are broadly concerned with generating original academic research (in the natural or social sciences, humanities, etc.); their chief product is a 25-30 page research paper. Creative/Design projects are primarily centered around a substantial non-academic product – a work of art, a business model, a policy paper, etc. – which will also be accompanied by a formal explanatory text of 15-20 pages. These products, along with a poster and video presentation, will be submitted in the student's final session at DKU as their Signature Work Portfolio. Grades will be assigned by Signature Work Mentors and will encompass both the Portfolio components and the consistency, quality, and timeliness of the students' work with the Mentor up to that point. Exceptional work may be nominated for Distinction, an academic honor bestowed at graduation.

In curricular terms, Signature Work has two major components. First, students will identify three thematically-linked courses at DKU or Duke, drawing from their interdisciplinary courses, disciplinary course, or electives. Second, students will take 8 credits of Capstone courses one-on-one with their Mentor, during which they will complete much of the actual work of their Signature Work projects. Capstones are generally taken in two consecutive 4-credit sessions in the senior year (Sessions 1 and 2 or 2 and 3), but students who wish to start earlier may elect to take a 2-credit Capstone in their junior year and reduce one of their senior Capstones to 2-credits.

Further information is available in the *Undergraduate Signature Work Handbook*.



**Figure 2: Undergraduate Signature Work**

### Credits Required for Degree

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

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

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

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

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

## **Course Credits**

Course credit at Duke Kunshan University follows the same standard as Duke University in terms of instruction hours and out-of-class study hours. Of the 136 credits required for a Duke University degree, a maximum of 8 credits passed with a D grade (D, D+, D-) can be used toward the 136 credits requirement. The 136 credits may include (1) no more than 2 credits in physical education activity courses (i.e., four half-credit activity courses); (2) no more than 16 elected credits taken on a Credit/No Credit grading basis (not including courses offered only on that basis); (3) no more than 40 credits combining any allowable transfer credits including AP/IPC, transfer credits for study abroad, etc.; and (4) no more than Duke Kunshan University equivalent of 24 credits in graduate and professional school courses not listed in the *Bulletin of Duke Kunshan University Undergraduate Instruction*. These courses include all courses offered by Duke Kunshan University graduate programs, Duke schools of business, law, divinity, nursing, and all graduate courses numbered 700 and above. These courses are generally not open to undergraduates and require special permission to enroll. For limitations on transfer credit and Advanced Placement credit, see the sections on “Advanced Placement” and “Transfer of Work Taken Elsewhere” in Part 6: “Academic Procedures and Information”.

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

## **Non-Credit Mini-Term Courses**

Mini-term courses are intensive, non-credit, non-graded, one-week short courses. These exploratory courses provide a focused exposure to a single topic while enabling students to move outside of their comfort zones. These courses encourage students to explore their intellectual interests and unfamiliar academic fields and to locate their passions by offering short seminar-style courses in a risk-free setting. Exploratory courses are intended for the generalist with minimal or no prerequisites and could be academically or experientially oriented.

Mini-Term courses are offered between the two sessions of the spring term. Students are required to take one mini-term course in order to fulfill their degree requirement. Students may enroll in

additional mini-term courses as space permits. Students can take these courses any year during their four-year study at Duke Kunshan University.

### **DKU 101 (0 Credits)**

DKU 101 extends DKU's standard first-year orientation by creating a more in-depth course that familiarizes first-year students with the concepts, ideas, and principles necessary to be successful at DKU and in a liberal arts and sciences setting generally. This 7-week, non-credit, non-graded course meets weekly, and all DKU first-year students must take it during the first session of their first year. Attendance is required at all sessions in order to fulfill this degree requirement. Students who fail to complete the DKU 101 requirement will be required to repeat the course in the following year.

## Part 4: Admission, Scholarships and Financial Aid

### Principles of Selection

Duke Kunshan University enrolls high-caliber, diverse, and talented students with 60-70% of the student population from China, and 30-40% of students from the rest of the world. Academic excellence and achievement are important factors for admissions, ensuring students are well-equipped for DKU's creative and rigorous curriculum. Additionally, we look for students who embody qualities that align with DKU's unique mission including perseverance, global-mindedness, entrepreneurialism and ability to make an impact.

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

### How to Apply

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

### Application Timelines

#### International Students:

International students (students who do not hold Chinese citizenship) will need to complete the Common Application and select a decision plan (Early Decision or Regular Decision), which determines the admissions timeline. Students may select only one decision plan and those who have selected Early Decision will not be reconsidered during the Regular Decision cycle if an admissions decision is made during the Early Decision round. NOTE: Please confirm current dates on DKU's website as dates fluctuate slightly from year to year.

#### Early Decision (International Students only)

- Application Deadline: November 3
- Decision Notification Date: Mid-December
- Acceptance of Offer: By January 5

#### Regular Decision (International Students)

- Application Deadline: January 5
- Decision Notification Date: Mid-March
- Acceptance of Offer: By May 1

## Chinese Students:

All Chinese students, including students from Hong Kong, Macau, and Taiwan, as well as overseas Chinese students, applying to Duke Kunshan University must complete the application in the Slate system, and choose the Regular Decision plan for application. There will be two rounds of applications.

### Regular Decision (Chinese Mainland Students)

- Application Deadline: Round 1 on January 3, Round 2 on February 10
- Campus Day: 4 weekends in March and April
- Release of Shortlist: Late April
- Gaokao: Early June
- University Selection in the MOE System: Late June (Jiangsu in Late May)
- Admission & Release of Offer: Mid July

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

- Application Deadline: Round 1 on January 3, Round 2 on February 10
- Campus Day: 4 weekends in March and April
- Release of Shortlist: Late April
- Admission of Taiwan Students with GSAT (General Scholastic Ability Test): Mid-May
- JEE (Joint Entrance Examination): Mid-May
- University Selection of JEE Students in the MOE System: Late June
- Admission & Release of Offer: Mid July

## Application Requirements

International Applicants need to submit the following:

- The Common Application form including personal essays
- High School Transcript<sup>7</sup>
- External Exam results or predicted scores, if applicable (e.g. IB, WAEC, GCSE, A-Levels, etc.)
- Two Teacher Recommendation Letters
- Counselor Recommendation Letter
- Early Decision Agreement (if applicable)
- OPTIONAL:
  - SAT or ACT exams<sup>8</sup>
  - SAT Subject Tests
  - TOEFL/IELTS or Duolingo for Non-Native English speakers

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<sup>7</sup> A final high school transcript will be due upon high school graduation and before enrolling at DKU.

<sup>8</sup> Verified SAT or ACT Scores from the testing center will be due before enrolling at DKU.

- Video Essay

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

- The Slate Application form including a video statement
- Mid-term and Final Grades in each semester of Senior High School
- A Teacher Recommendation Form
- Main honors and awards
- TOEFL, IELTS, and/or THUSSAT (optional)
- Gaokao Scores (upon completion)

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

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

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

## Scholarships and Financial Aid

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

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

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

For International students, need-based financial aid is reserved for applicants with a strong academic record yet a demonstrated lack of financial resources to cover the full costs of tuition. Admission decisions are based on the overall assessment of all application materials. However, in order to best support the financial needs of all international students who ultimately enroll, Duke Kunshan has a need-aware admissions process that may place some consideration on an applicant’s level of financial need in relation to available space and funds. Admitted international

students who did not apply for financial aid during the admissions application phase are ineligible to apply for financial aid for any subsequent year of undergraduate study.

U.S. applicants should note that DKU is not an eligible institution for Title IV financial aid benefits and associated public and private loan programs.

Merit-based scholarship recipients must maintain a minimum cumulative GPA of 3.0, assessed annually starting after students' fourth regular academic semester (Fall or Spring). Failure to meet this requirement will result in discontinuation of the scholarships for the remainder of the degree program.

## **Notification and Responses**

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

## Part 5: Financial Information

### Tuition and Fees

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

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

### Estimated Expenses

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

UG 2025-2026 Cost of Attendance for International Students		
Figures are in USD	1st Year Students	
	Fall 2025 (Kunshan)	Spring 2026 (Kunshan)
Tuition	\$35,132.50	\$35,132.50
Health Insurance	\$1,621	\$0
Student Fees (Health Fee, Recreation Fee, etc.)	\$0	\$0
Books & Supplies	\$450	\$450
Residence	\$1,426	\$1,426
Board	\$1,558	\$1,558
International Travel	\$3,000	\$0
Miscellaneous/Personal Expenses	\$835	\$835
<b>Total Cost of Attendance</b>	<b>\$44,022</b>	<b>\$39,500</b>

Note: Assuming the exchange rate is 7.19, the tuition per year is about RMB 505,205. The residence charge per term at Duke Kunshan University is RMB 10,250 for single room and RMB 8,250 for double room. Textbook fee will be charged based on actual costs.

International Travel includes an estimate of the cost of one roundtrip from an international destination to Shanghai for international students, typical visa costs, and the additional health check and registration costs associated with establishing legal residence in China for non-

Chinese students. Students wishing to return to their home countries during breaks in their study before the end of the academic year should budget additional funds for these trips.

### UG 2025-2026 Cost of Attendance for Chinese Students

Figures are in RMB

	1st Year Students		
	Fall 2025 (Kunshan)	Spring 2026 (Kunshan)	Summer 2026 (Kunshan) *
Tuition	¥95,000	¥95,000	¥0
Social Insurance	¥300	¥0	¥0
Student Fees (Health Fee, Recreation Fee, etc.)	¥0	¥0	¥0
Books & Supplies	¥3,236	¥3,236	¥200
Residence	¥10,250	¥10,250	¥0
Board	¥11,200	¥11,900	¥4,900
Domestic Travel	¥1,500	¥1,500	¥0
Miscellaneous/Personal Expenses	¥6,000	¥6,000	¥2,625
<b>Total Cost of Attendance</b>	<b>¥127,486</b>	<b>¥127,886</b>	<b>¥7,725</b>

\* For students who will take the Chinese Society and Cultural courses in the summer of 2026.

Note: Domestic Travel includes two return trips (RMB 1,500 each) for PRC students to go back to their hometown during breaks. Textbook fee will be charged based on actual costs.

It should be noted that additional expenses incurred will depend to a large extent upon the tastes and habits of the individual. The average undergraduate student, however, can plan on a budget of approximately \$83,522 for international students and ¥ 255,371 for Chinese students for one academic year (¥ 263,096 for students who take the Chinese Society and Cultural courses in the summer of 2026). These budgets represent most student living expenses except for cable, telephone, parking, travel costs, loan fees, and major clothing purchases.

### Enrollment Deposit

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

### Residence Charge

The residence charge for a single room is RMB 10,250 (1,426 for international students, assuming the exchange rate is 7.19) per term; for a double room, the fee is RMB 8,250 (equivalent to USD 1,148 for international students per term). There is no additional residence charge for students taking the required Chinese courses during the summer.

### Health Insurance

International students are required to purchase and enroll in the Health Insurance Plan (including

ISOS) from the university. It is optional for Chinese Students to purchase social insurance.

### **Fees for Courses**

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

### **Study Away Costs**

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

### **Student Bills**

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

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

### **Payment**

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

Service charges are normally assessed by the sending bank. For overseas payment, the intermediary bank might also be involved in completing the wire transfer and charge service fee. Please make sure you include or pay for the service charge before initiating your wire transfer. Your student account will be credited for the actual amount received (net of fees assessed by both the sending bank and the intermediary bank).

### **Restriction on Past Due Accounts**

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

### **Refund**

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

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

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

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

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

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

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

- a. For students who cannot pass the physical examination within three months after the program begins, the University will refund full tuition to students.
- b. For students who voluntarily withdraw or take a leave of absence from the University, the University will refund according to the above schedule.
- c. For students who are suspended, put on involuntary leave of absence, or dismissed from the University due to violation of university policies and regulations, no refund will be granted.
- d. For students who take a leave of absence from the University due to medical condition, the University will refund according to the above schedule.
- e. The University will not charge the students during the suspension or leave period. Students need to pay for the tuition of the term when they return to the University.
- f. Students who voluntarily withdraw or take a leave of absence from the University will receive a pro-rated refund of their housing fee, calculated based on the nightly rates.
- g. In the event of death, a full tuition refund is granted.

## Part 6: Academic Procedures and Information

### Academic Integrity

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

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

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

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

#### Academic Integrity: Undergraduate Program Policies

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

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

## **Entrance Credit and Placement**

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

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

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

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

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

### **Forfeiture of Precollege Credit Awarded**

Students who successfully complete a course at Duke Kunshan University for which they received precollege credit may not use that precollege credit or any higher precollege credit in that subject to satisfy degree requirements, but the precollege work will remain on the Duke Kunshan University transcript. A student who enrolls in a course for which precollege credit was awarded and who subsequently fails or withdraws from the course after the Drop/Add deadline

will not be allowed to apply the precollege credit toward graduation requirements according to the policy governing use of such credits (see above).

### **College Board Advanced Placement Program (AP) Examinations**

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

### **International Placement Credit (IPC)**

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

### **Prematriculation Credit**

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

### **Placement in Languages**

Entering students who attended Chinese high schools where English is normally not the medium of instruction will typically be assigned to the English for Academic Purposes (EAP) track. The written and oral English skills of EAP track applicants will be assessed during the application process, and applicants will need to demonstrate strong written and oral English skills in order to be admitted to Duke Kunshan University.

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

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

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

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

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

Students whose first language is not Chinese (CSL-track students) are eligible for Advanced Chinese Certification to be included in their transcript, if they complete the necessary requirements. For details, see the Language Courses Section in Part 3: The Curriculum.

### **Other Placement Tests**

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

## **Transfer of Work Taken Elsewhere**

A Duke Kunshan University student may receive credit for a maximum of 40 credits taken elsewhere, through a combination of AP/IPC/prematriculation credit or approved transfer or study away credit. Of those 40 credits, a maximum of 8 may be from AP/IPC/prematriculation credits (see section on Entrance Credit and Placement) prior to matriculation, and a maximum of 8 may be from coursework undertaken while on voluntary leave of absence for personal or medical reasons or while a Duke Kunshan University student is on academic suspension, or on involuntary leave of absence.

### **Work Taken During High School**

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

### **Work Taken After Matriculation at Duke Kunshan University**

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

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

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

For courses taken at universities other than Duke University: Only those courses taken in which grades of C- or better have been earned are acceptable for transfer credit; courses taken at other institutions with CR/NC grading or the equivalent are not accepted for transfer credit. All other

courses approved for transfer are listed on the student's permanent record at Duke Kunshan University, but grades earned are not recorded or used in determining the grade point average.

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

Approval forms for Duke Kunshan University students taking courses at institutions other than Duke Kunshan University and Duke University may be obtained online or from the Office of Global Education. Students wishing to transfer credit for study at another accredited college or university while on voluntary leave of absence for personal or medical reasons, on suspension or involuntary leave of absence, on a DKU-approved study away program, or during the summer must complete and receive approval through the credit-transfer review process.

Students who are on academic suspension are able to take up to a maximum of 8 transfer credits in their permanent place of residence (i.e., within the student's home country), if they have not already used them. Exceptions to permanent place of residence due to emotional, physical, or financial health will be offered on a case-by-case basis. All students seeking transfer credits are required to follow the transfer credit approval process and cannot exceed the transfer credit limit of 8 credits. Approved transfer credits would be awarded upon a student's return to Duke Kunshan University. Students need to complete any Duke Kunshan University classes that are Incomplete before being approved to take transfer classes while on academic suspension. Students are limited to taking a maximum of 8 credits during each academic suspension period.

The ability to take classes while on disciplinary suspension or on involuntary Leave of Absence for disciplinary reasons will be determined by the Student Conduct. Generally, it would be very rare that students would be approved to take classes while on disciplinary suspension or on involuntary Leave of Absence for disciplinary reasons.

### **Transfer Credit for Foreign Language**

The same rules that apply to the transferring of courses to meet other curriculum requirements apply to foreign language courses. Foreign language courses taken elsewhere and approved for transfer as credit to Duke Kunshan University may be considered in language placement, but students will still be asked to go through Duke Kunshan University's language placement process in order to ensure that they are placed into the most appropriate Duke Kunshan University course for their proficiency level. Students may not receive transfer credit for foreign

language courses that are at a level below their prior proficiency, regardless of whether a more advanced course has been formally taken.

## Class Level

Class level refers to the four undergraduate years of first-year, sophomore, junior, and senior. Students' class level classification is determined by the expected year and term of graduation. In Duke Kunshan, class level is used in defining students' eligibility for study away, calculating Class Ranking and Dean's List, assigning registration windows etc.

In the 2025-26 academic year, the following definitions apply:

- First-Year defined: graduating in Fall 2028, Spring 2029 or beyond
- Sophomore defined: graduating in Fall 2027 or Spring 2028
- Junior defined: graduating in Fall 2026 or Spring 2027
- Senior defined: graduating in Fall 2025 or Spring 2026

## Time Limit for Completing Undergraduate Degree

Undergraduates at Duke Kunshan University are expected to complete the bachelor's degree in eight terms of enrollment. While some students may require additional time due to legitimate academic or personal circumstances, the maximum length should not exceed six years, including the time taken for leave of absence or on suspension. Students who fail to complete their degree requirements within this six-year timeframe will be administratively withdrawn from the program. For students who are taking a leave of absence due to military service or the pursuit of entrepreneurial projects, the maximum length could be further extended by two years.

## Enrollment and Activity Restrictions Beyond the Eighth Semester

Students enrolled beyond their eighth semester must limit their enrollment to courses required for completing their degree. Enrolling in courses not required for the degree will only be permitted if the student has enrolled in all required classes, up to a total of 16 credits for the semester. A hold may be placed on students to ensure that their schedule does not change once they have their required coursework. Course overloads will not be permitted unless necessary to avoid additional semesters and may only be approved if all enrolled courses are required for the degree. Enrollment in independent study projects (including research-based independent studies), or graduate-level courses will not be permitted during this extended period.

Students enrolled beyond their eighth semester are not eligible to participate in certain extracurricular activities, including but not limited to varsity sports, holding officer positions in student organizations, and student leadership programs. Student worker, research assistant, and teaching assistant positions are not permitted.

## Registration

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

Students are also expected to register for specific required courses in the semester during which they are designated to be completed. These include, but are not limited to, language courses, 2-credit writing courses, Common Core courses, and Divisional Foundation courses (see Part 3 for the required timing of these courses). Failure to register for these courses at the appropriate time may result in administrative adjustments to the student's schedule to ensure satisfactory progress toward degree completion. Those who fail to enroll in an appropriate course load at their assigned registration time may also be subject to administrative enrollment before the beginning of the subsequent term.

Those students who have not paid any fees owed to or fines imposed by the university (such as student residence fines, library fines, and other possible fines) by the date specified for registration for the following term will not be permitted to register for the following term until such fees and fines have been paid in full, notwithstanding the fact that the student may have paid in full the tuition for the following term. Students with any types of holds, including but not limited to registrar holds, bursar holds, advising holds and signature work holds, will not be permitted to register for the following term or make registration changes until all holds have been removed.

Students who fail to register during their assigned time slot, regardless of whether such a failure is due to a hold or inaction on the part of the student, will not receive any special accommodation in registering for desired or required courses. Such students might have their graduation date delayed.

Students who, for any reason, fail to register for the fall or spring term are placed on involuntary administrative leave of absence and must apply for reinstatement if they wish to return. The deadlines to file return applications, including all required supporting materials, are 5:00 p.m. May 1 (China Standard Time (CST)) for Fall or Summer Term and 5:00 p.m. October 15 (CST) for Spring Term. Late or incomplete applications will not be accepted.

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

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

## **Withdrawal from a Course**

Withdrawing from a course differs from dropping a course. Students may drop a course themselves during the Drop/Add period, and the course does not appear on their official transcript. After the Drop/Add period, students may only withdraw from a course. To withdraw from a course after the Drop/Add period, the student must obtain permission from his or her academic advisor. After the Drop/Add period, students permitted to withdraw from a course receive a designation of W for that course on their academic record. The deadline for requesting withdrawal from a course in a fall/spring term is four weeks prior to the last day of classes for 14-week courses and two weeks prior to the last day of classes for 7-week courses. The deadline applies to course withdrawals for any reason other than medical. Coursework discontinued without the permission of the course instructor and the academic advisor will result in a grade of F.

Withdrawing from a course is permitted in multiple fall/spring terms, as long as a student maintains a course load of at least 16 credits per term (and no more than 10 credits in a session). Withdrawing from a course to an underload (fewer than 16 credits) is generally permitted only once in a fall or spring term. However, a student may begin another term in an underload with certain restrictions (see below). A student may also be permitted to withdraw to an underload more than once if there are significant medical reasons (see below). Students are cautioned that taking an underload may result in a delayed graduation date (see section on Satisfactory Performance Each Term - Term Credit Requirements).

If a student notes errors in his/her course schedule, he/she should immediately consult with his/her advisor and no later than three days following the end of the drop/add period.

## **Course Changes for the Summer Terms**

Summer terms are structured for first-year Chinese students to take designated Chinese Society and Culture (CHSC) courses to meet the MOE requirements. First-year students who need to delay taking the required CHSC courses must submit a petition form to the Office of the Registrar. Petitions would only be considered in cases of medical reasons, military service or other extenuating circumstances. The deadline for withdrawal from a CHSC course will be before the end of the fifth week for summer term courses. All course changes need to be approved by the student's academic advisor and processed by the Office of the Registrar.

## **Undergraduate Course Load**

Students are reminded that it is their responsibility to be certain that their course load conforms with academic requirements. In fall and spring terms, the normal course load is 16-20 credits (8-10 credits in each 7-week session). In addition, students may enroll in up to one credit of PE courses without special permission from their advisor. In the first 7-week session of their first term, first-year students are restricted to a maximum of 8 credits (one four-credit course, one two-credit language course, and one additional two-credit writing course), plus one PE course. The maximum number of credits a student can take in any subsequent 7-week session without special permission is 10 (two 4-credit courses and one 2-credit course), plus one PE course.

Students should note that in order to reach the 136 credits required for graduation, they will need 8 additional credits beyond the minimum course load of 16 credits per term for eight terms. These additional credits can be earned by any combination of terms in which a student registers for greater than the 16-credit minimum, AP/IPC/prematriculation credits, or transfer credits. Students who enroll in, or withdraw to, an underload, earn a failing grade (F or NC), receive more than two grades of D, or repeat a course in any term should work with their academic advisor to develop a plan to make up credits in order to avoid a delayed graduation date.

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

### **Students on Academic Probation**

Students on academic probation may register for no more than 16 credits plus one PE course per session during the term of probation. Students on academic probation are expected to remain in a full course load during the term of probation and will be permitted to enroll in or withdraw to an underload only in extenuating circumstances.

### **Overload**

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

### **Underload**

Two categories of underloads (defined as a course load between 12 and 15 credits in a term or fewer than 6 credits in a session, exclusive of PE credits) may be authorized: withdrawal to underload and enrollment to underload. With the exception of medical, the maximum number of underloads under any circumstances (withdrawal or enrollment to an underload) is two terms. Students may make a request to their advisors to enroll in an underload up to twice during their time at Duke Kunshan University. A student may withdraw to an underload only once during their undergraduate career, although medical withdrawals are not counted in this number. Thus, there are only two possible enrollment patterns involving two underloads:

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

Students should take note that an underload may affect a student's scholarship or ability to graduate on time; 8 additional credits above the minimum of 16 per term are needed in order to meet the 136 credits requirement for graduation. Students should not count on an overload later to compensate for a previous underload. Students taking an underload will be ineligible for the

Dean's list and the Dean's List with Distinction during that term. Each term, the Office of the Registrar will review all students with an enrollment under 16 credits. Students in an unauthorized underload may be placed on involuntary administrative leave of absence and have to apply for reinstatement if they wish to return (see section on Leave of Absence).

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

### **Withdrawal to an Underload**

During the term, upon recommendation from the academic advisor, the Registrar and Dean of Academic Services or delegate may permit a student "for compelling reasons" to withdraw from a normal course load to an underload. Such a withdrawal to an underload is possible only prior to the final four weeks of classes for 14-week long courses and the final two weeks of classes for 7-week long courses. Students are permitted to withdraw to an underload only once in their academic career. The only exception to this policy is when a student is granted permission to withdraw from a course to an underload for medical reasons (see Medical Withdrawal from a Course). Withdrawal from a course in the summer is not subject to the underload policy.

### **Medical Withdrawal from a Course**

A student who experiences medical problems that seriously interfere with their ability to meet their academic responsibilities should schedule an appointment with their advisor as soon as possible to discuss all of their options. Depending on how debilitating the medical situation is, and when in the term the health concerns emerge, it may be the case that other types of relief, such as an incomplete or a medical leave of absence, are more appropriate than medical withdrawal from a course. A medical course withdrawal will not be authorized if it results in a course load below 12 credits for the semester and/or below 4 credits for the session.

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

Medical course withdrawals will be approved no later than 5:00 pm BJT on the last teaching day of the session. There are no exceptions to this deadline. Such courses receive a designation of W on the student's academic record. Students deemed eligible to take a medical Leave of Absence (see Leave of Absence) after the regular course withdrawal deadline will have the option, upon obtaining the appropriate approvals from the instructor, to choose to receive the grade of I in one

or more courses instead of the W grade. The student may then complete the course as described in the section on Incomplete Coursework. An incomplete grade will not be authorized if the student has a history of excessive absences or failure to complete coursework in a timely fashion in the course in question.

### **Enrollment in an Underload**

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

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

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

- will be ineligible for the Dean's List and the Dean's List with Distinction during that term;
- may not withdraw from a course during the underload term;
- must pass sufficient course credits in order to meet term credit requirements (see Satisfactory Performance Each Term (Term Credit Requirements)); and
- may need to make up credits (e.g., in summer or in future terms) to stay on track for graduation.

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

- scholarship or financial aid – they should check the conditions of their award;
- anticipated graduation date – they should consult their academic advisor;
- subsequent application to graduate or professional school – they should consult a graduate or professional school advisor.

### **Eligibility for Courses**

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

In certain subjects, such as the sciences, mathematics, and the foreign languages (particularly at the introductory and intermediate levels), some lower-level courses must be taken in sequence

because the content presented at one level is necessary for successful work at the next level. Given this circumstance, it follows that students who complete a higher-level course in a sequence may not subsequently enroll in a lower one that is a prerequisite for the higher course in that sequence. For example, a student cannot take Chinese 101 after having successfully completed Chinese 102. Students earning a C- or below in a course that is a prerequisite for another course should consult with their academic advisor and/or the course instructor before enrolling in the subsequent course in the sequence. Courses completed on an audit basis do not satisfy prerequisite requirements.

First-year students may only enroll in 300- or 400-level courses with instructor consent if the course does not have a specific course prerequisite. If the course does have a specific prerequisite, students who have completed the required prerequisite course may register without additional instructor approval. Juniors and seniors may enroll in 500- to 600-level (graduate-level, open to advanced undergraduates) courses, subject to the required approval set for these courses. Sophomores wishing to enroll in a 500- to 600-level course must secure permission of the instructor of the course, the Director of Graduate Studies in the corresponding program, and their academic advisor. Undergraduates are not allowed to enroll in 700- to 900-level courses. Under rare and exceptional circumstances, however, permission to do so may be granted to a junior or senior, provided the instructor, the Director of Graduate Studies in the corresponding program, the Registrar and Dean of Academic Services, and the student's academic advisor give their signed permission. Seniors who, at the beginning of the final term, lack no more than 12 credits toward the fulfillment of the requirements for the bachelor's degree may enroll in graduate courses, for a maximum course load of 20 credits.

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

## Course Repeat

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

Students who failed a course need permission from their academic advisor before registering for the same course a second time. Students who received a passing grade (C-, D+, D, D-) for a course but who wish to repeat it to achieve a sufficient understanding of the course content necessary for progression to subsequent courses for which this course serves as a prerequisite may do so only with permission from both their academic advisor and the Registrar and Dean of Academic Services or delegate. The student should appeal in writing to their academic advisor, who will make a recommendation to the Registrar and Dean of Academic Services or delegate, whose decision is final. A student may not repeat a course for which the grade of record is CR, regardless of what the original grade was.

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

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

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

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

## **Course Audit**

With the written consent of the instructor and permission of the academic advisor, a full-time degree student is allowed to audit one or more courses in addition to the normal program. An audited course counts as part of the course load (see section on Undergraduate Course Load). Students who audit a course submit no daily work and take no examinations but are expected to attend class sessions. They do not receive credit for the course, but the audited course will appear on the transcript with the designation of AD (Audit). Students who fail to attend class as expected may receive a grade of WA (Withdrawal from Audit). Students should not sit in on courses for which they are not formally registered as either a student or an auditor. Students must register for audited courses by submitting a signed course audit form to the Office of the Registrar. The prohibition against registering for two courses meeting at the same time applies. After the Drop/Add period in any term, no student classified as an auditor in a particular course may take the course for credit, and no student taking a course for credit may be reclassified as an

auditor. Physical education activity and studio art courses may not be audited. A student may not repeat for credit any course previously audited. Additionally, audited courses may not be used to fulfill prerequisite requirements. Undergraduates who have been dismissed, suspended, or placed on leave of absence may not audit or enroll in a course for credit at Duke Kunshan University.

## Two-Credit Writing Courses

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

## CHSC (Chinese Society and Culture) Courses

As per the regulations outlined by the Chinese Ministry of Education, all Chinese mainland and HMT (Hong Kong, Macau, Taiwan) students are required to complete 16 credits of CHSC courses to fulfill graduation requirements. To that end, the university currently offers four compulsory CHSC courses: CHSC 101, CHSC 102, CHSC 104, and CHSC 105. Additionally, HMT students who do not undergo military training must take extra CHSC courses, specifically CHSC 106 and CHSC 107, to substitute for the required credits. All CHSC courses are conducted in Chinese.

CHSC 101 and CHSC 102, each worth 6 credits, are taught by faculty members from Wuhan University. Attendance is mandatory for these courses, requiring students to participate full-time in person on campus during the summer sessions following their first year.

CHSC 104, a 2-credit course known as 'the course of 8 lectures', is typically scheduled in the Fall Term each year. Students must complete all 8 lectures before 5 pm BJT on the last teaching day of the first session of their junior year. Failure to do so will result in an "NC" grade on their transcript, necessitating the repeat of the course in the subsequent session.

CHSC 105 is a 2-credit MOOC (Massive Open Online Course) offered concurrently with CHSC 101 and CHSC 102. Unlike the former courses, students have the flexibility to pace themselves through this course.

For HMT students not participating in military training, CHSC 106 and CHSC 107, both 2-credit MOOC courses, are available. CHSC 106 is offered during even-numbered years, coinciding with the military training period, while CHSC 107 is offered during odd-numbered years, coinciding with the military training period.

## Common Core Courses

All students are required to take each of the three common core courses during the designated year (China in the World (Year 1), Global Challenges in Science, Technology and Health (Year 2), and Ethics, Citizenship and the Examined Life (Year 3)). Common Core courses provide opportunities for students to develop a degree of common knowledge and shared experiences. Students who fail to register for a common core course in the designated year may have their registration adjusted administratively to ensure they take the course at the proper time. Students who ignore the requirements will, at the least, have their registration for the next academic term blocked until after the close of the last window of that registration period. Completing the first two Common Core classes is an eligibility requirement for all study away. Students planning to study away in their 5<sup>th</sup> semester who have not completed the first two common core courses by the end of their 4<sup>th</sup> semester will be withdrawn from any study away commitments. Students planning to study away in their 6<sup>th</sup> semester who have not completed all three of the common core courses by the end of their 5<sup>th</sup> semester may be withdrawn from any study away commitments and will not be eligible to study away.

## Independent Studies

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

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

## Submission of Term Paper

Students who wish (under unusual circumstances) to submit a single paper for credit in more than one course must receive prior written permission from each course instructor. The student must indicate the multiple submission on the title page of the paper. Failure to do so is considered a violation of the DKU Community Standard (see section on Academic Integrity).

## Declaration of Major

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

Students who have declared a major and wish to change it may do so by submitting a form to the Office of the Registrar. No changes in majors can be made after the end of the Drop/Add period of the first session of the fall term in the senior year.

## Class Attendance and Missed Work

Responsibility for class attendance rests with individual students, and since regular and punctual class attendance is expected, students must accept the consequences of failure to attend. Instructors who are concerned about a student's attendance should first reach out to the student. If in their opinion, the student absence is excessive, instructors may contact the student's academic advisor and/or the Office of Undergraduate Advising. A student who has failed to attend a course for the equivalent of 2 or more weeks may be assigned a grade of F in that course. A student who has failed to attend any class meetings for the equivalent of 2 or more weeks may be placed on involuntary administrative leave of absence for the remainder of the term. Students placed on involuntary leave of absence will be eligible to submit a Return from Leave of Absence application at the next application deadline. (See sections on **Involuntary Withdrawal, Involuntary Leave of Absence or Suspension, Part 6.**)

Because a DKU education is designed to be a residential experience, most courses are designed to be offered with in-person instruction. The University offers only a limited number of courses in remote format. All students must be on campus taking courses in person. Any student who cannot be on campus is required to take a leave of absence, unless all their courses are offered remotely. There are no exceptions to this policy. If a student is registered exclusively for courses offered only in remote format, they may, under extenuating circumstances, submit a petition for an exception to the requirement to reside on campus. Approval is not guaranteed. Faculty may not accommodate requests for remote or hybrid instruction in courses that are offered in person. A single absence might be accommodated remotely at the discretion of the instructor according to the university's policies regarding class absences.

Missed work associated with absence from class is accommodated in two circumstances: 1) illness or other extraordinary personal circumstance, and 2) religious observance. Missed work

associated with any other absence is not covered by this policy. In courses where a defined number of absences is permitted, students should make judicious use of them and save them for unavoidable circumstances. Students are encouraged to discuss any absence, planned or unexpected, with their instructor to determine whether accommodation is possible. The nature of the accommodation, if any, is to be determined by the faculty member in accordance with their attendance policy as outlined in the course syllabus. It should be noted that personal travel arrangements, including before or after school breaks, are not an excuse for missed work or class absences; students are advised to consult the syllabus when making such arrangements to avoid missing class or graded work. Except under extenuating circumstances (e.g., the student is incapacitated), faculty must be notified prior to the start of the class meeting; absences are not accommodated retroactively.

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

## **Class Scheduling**

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

## **Incomplete Coursework and Excused Absence from Final Exam**

If, because of illness, emergency, or circumstances outside a student's reasonable control, a student cannot complete work for a course or cannot attend the final examination, the student may request in writing to the instructor the assignment of an I (incomplete) for the course. The student is expected to also discuss the I grade with their academic advisor. An incomplete grade will not be authorized if the student has a history of excessive absences or failure to complete coursework in a timely fashion in the course in question. Once an I grade is assigned, the course must be completed and a student can no longer withdraw from the course.

If the request for an incomplete (I) grade is approved by the instructor in the course, then the student must satisfactorily complete the work by the last class day of the fifth week of the subsequent seven-week session except when an earlier deadline has been established by the instructor. An earlier deadline will be established when there is a question of the student's ability to clear their academic probation and avoid academic suspension, or the professor decides an earlier deadline date is appropriate. An I assigned in the second session of fall or spring must be resolved in the first session of the succeeding spring or fall term, respectively. An I assigned in the summer must be resolved in the succeeding fall term. If the I is not completed by the deadline, it will be converted to an F by the Office of the Registrar. A student who is not enrolled

in the university, including a student who experiences a voluntary or involuntary separation, withdrawal, or leave of absence from Duke Kunshan University in the session following receipt of an I, or who is studying away during the session following receipt of an I must still clear the I by the designated deadline. Students may not complete work in a course after graduation.

Once a final grade is available, it will replace the I grade and be displayed on students' transcripts. In addition, an I cancels eligibility for the Dean's List and the Dean's List with Distinction in the semester in which the I grade was issued.

For purposes of determining satisfactory progress each term and toward graduation, incomplete work in a course indicated by a grade of I is not presumed to be satisfactory performance in that course. Because a grade of I is not presumed to be satisfactory performance, a course with an unresolved I grade may not be used to fulfill a prerequisite requirement. A student registered for a course with a prerequisite in which they have an I grade must either drop the course or resolve the I with a passing grade before the end of the drop/add period. For cases in which probationary status or academic suspension is in question, incomplete work must be resolved in time for final grades to be submitted to the Office of the Registrar no later than the weekday preceding the first day of classes of the subsequent fall or spring term (see section on Academic Warning, Probation, and Suspension).

## Final Examinations

The times and places of final examinations for each session are officially scheduled by the Office of the Registrar, generally according to the day and hour of the regular course meeting; changes may not be made in the schedule without the approval of the Registrar. If a final examination is to be given in a course, it will be given during the official final exam period. Take-home examinations are due at the regularly scheduled hour of an examination, based on the time period of the class. In courses in which final examinations are not scheduled, an exam that substitutes for a final examination may not be given in the last week of classes. Hourly tests may be given in the last week of classes, whether or not a final examination is administered during the exam period, but they may not exceed 75 minutes. Such exams should be restricted to recent material; they cannot be comprehensive exams covering material from the entire course. In the summer session, final examinations are held on the last two days of the term.

No later than the end of the first week of classes each session, the instructor is required to announce plans for the final examination exercise. The format of the final exercise is determined by the instructor. However, a final written examination may not exceed three hours in length and a final take-home examination may not require more than three hours in the actual writing. In cases where a student has three final exams scheduled on the same day, they may petition to reschedule one exam to alleviate academic stress. Petitions must be submitted to the Office of the Registrar at least two weeks before the last day of classes, and any approved rescheduled exam must occur after all classes have ended but no later than the originally scheduled exam date. Approval depends on instructor consent and operational feasibility; if not granted or submitted late, the student must take all exams as originally scheduled.

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

## **Signature Work and Capstone Courses**

As in Research Independent Study courses, student-faculty meetings are recommended to be held at least once a week while capstones are underway (see section on Independent Studies). Mentors and mentees should work together to set course procedures, expectations, milestones, and intermediate deadlines as appropriate to the individual SW project.

The grade for signature work is reflected in the grades issued for the two capstone courses and may include the SW project proposal, work and progress made during capstone courses, and final SW product. Grading of the two capstone courses will be based on the academic letter grade system (see section on Grading and Grade Requirements). Students who do not successfully pass signature work and all the required components will be required to repeat failed capstone courses and requirements, resubmit the final SW product, and complete any missing signature work requirements in future terms.

## **Grading and Grade Requirements**

Final grades on academic work are provided to students via the Student Information System after the examinations at the end of each session. While there are no formal midterm grades, at the middle of each session faculty are asked to notify the Office of Undergraduate Advising about students whose academic performance at that point in the session is C- or below. Such students will be contacted by their academic advisors. The Office of Undergraduate Advising will reach out to these students to share academic resources with them and the students' advisors will be encouraged to reach out to provide additional support.

### **Passing Grades**

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

Although the D grade represents a low pass, no more than 8 credits passed with D grades (D+, D, D-) may be counted toward term credit requirements or among the 136 credits required for graduation. Courses for which a D grade is earned, however, may satisfy other requirements. For information on repeating a course with a D grade, see the section on Course Repeat.

## Failing Grades

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

## Grade Point Average

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

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

All grades that appear on the record, with the exception of CR and NC, military training (or designated substitutions for students from Hong Kong, Macau, and Taiwan), and the designated Chinese society and culture courses specified by the education administration authorities of China<sup>9</sup> (see section on Credits Required for Degrees), are included in the calculation of the cumulative grade point average. For repeated courses, both grades will be calculated into the cumulative grade point average, but only one will count toward the credits required for graduation. The term and cumulative grade point averages are determined at the end of each term and displayed for students.

## Credit/No Credit (CR/NC) Grading System

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

<sup>9</sup> In some cases, students' DKU transcripts will need to go through third-party transcript evaluation processes before being submitted to some graduate programs. These services might recalculate the GPA and include the CHSC courses.

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

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

In their first year (two terms, 4 sessions), students may use the CR/NC credits for any course except GCHINA 101, up to a maximum of 4 credits per session. Starting in the third term and beyond, students may no longer use CR/NC credits to fulfill major requirements, general education requirements, or prerequisite courses, except for CHINESE 201A-B and CHINESE 202A-B, which may still be taken on a CR/NC basis and count toward the general education language requirement. This restriction does not apply to courses that are offered exclusively on a CR/NC basis. A second-year student who has taken a course on a CR/NC basis and later declares or changes their major may petition the Registrar and Dean of Academic Services or delegate to change the grading basis back to graded if the course is required for the new major. Such petitions should be submitted at the time of the major declaration. For students in any year, courses in which a CR is earned do count toward the requirement for 136 credits and term credit requirements.

Students may elect to take up to a maximum of 4 credits on a CR/NC basis for the CHSC courses offered in the summer session. These credits will be included in the total limit of 16 credits that students can take on a CR/NC grading basis. As with other courses offered in regular DKU terms, students must declare the grading basis change by filing the appropriate form by the deadline as notified by the Office of the Registrar.

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

With the exception of study at Duke University, students studying away may not receive credit for courses taken on a CR/NC (or Pass/Fail or Satisfactory/Unsatisfactory) basis. Courses taken

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

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

### **The W and WA Designations**

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

### **Progress toward Degree**

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

Students who fail to meet the minimum credit requirements each term will receive an academic warning. Students should not assume that they will be allowed to overload in order to meet term credit requirements.

## Satisfactory Performance Each Term (Term Credit Requirements)

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

To be on track for an on-time graduation, at the start of the	A student should have earned at least <sup>10</sup>	An academic warning will be issued to students who have earned less than
2nd term at Duke Kunshan	16 credits	12 credits
3rd term at Duke Kunshan	34 credits	30 credits
4th term at Duke Kunshan	52 credits	46 credits
5th term at Duke Kunshan	68 credits	62 credits
6th term at Duke Kunshan	84 credits	78 credits
7th term at Duke Kunshan	102 credits	96 credits
8th term at Duke Kunshan	116 credits	112 credits

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

Students who receive an academic warning for failing to meet the term credit requirements may make up additional credits by enrolling in 20 credits in a subsequent term, enrolling in a one-time overload once a positive academic trajectory has been established, or completing summer coursework at Duke or on another approved study away program (see Section on Study Away). Alternatively, students might delay their graduation date (see Section on Time Limit for Completing Undergraduate Degree). Students who receive warning for failing to meet Term Credit Requirements may be subject to an administrative adjustment of their expected graduation term based on the actual credits that they have completed towards degree.

## Academic Warning, Probation, and Suspension for Students

A student whose academic performance record indicates marginal scholarship, as assessed by grades, as well as term and cumulative grade-point averages, will be subject either to academic warning or academic probation. Failure to clear probationary status in the term of probation will result in a student's suspension for academic reasons. Students who are not making satisfactory progress meeting Signature Work milestones will be issued an academic warning.

<sup>10</sup> A maximum of 8 credits passed with a D grade (D, D+, D-) can be counted. The credit count may include (1) no more than 2 credits in physical education activity courses (i.e., four half-credit activity courses); (2) no more than 16 credits taken on a CR/NC grading basis (not including courses offered only on that basis); (3) no more than 40 credits combining any allowable transfer credits, including AP/IPC, transfer credits for study away, etc.; and (4) no more than the Duke Kunshan University equivalent of 24 credits in graduate and professional school courses not listed in the Duke University Undergraduate Programs Bulletin (see Section 3, Credits Required for Degrees).

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

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

### **Academic Warning**

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

1. A single or more grade of F or NC (excluding PE courses) in a term
2. A second or more grade of D (D, D-, D+) over the student's tenure at DKU
3. Failure to meet the term credit requirements (see section on Term Credit Requirements)
4. A grade of C- or below for CAPSTONE 495 Signature Work Capstone I

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

All students issued a signature work academic warning are required to meet with Director of Signature Work or delegate. The student's signature work mentor and academic advisor will be notified and may also be present at the meeting. If the signature work mentor and/or academic advisor is not present at the meeting, the student should also consult with them.

### **Academic Probation**

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

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

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

The probationary status will be reflected on those academic records used for internal purposes only. Students placed on academic probation must acknowledge their probationary status in

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

Probationary status cannot be cleared in a term in which students seek permission and are allowed to withdraw to an underload. In such cases, the probationary status continues through the next fall or spring term of enrollment. Students on probation, whether in a normal load or an underload, are required to achieve the minimum term and cumulative grade-point averages of at least 2.000. Students whose probationary status continues to a second term for reason of an underload must adhere to the conditions and standards previously outlined for clearing probation. Failure to do so will result in academic suspension. Students on probationary status may also be behind in meeting the Term Credit Requirement. In such cases, an administrative adjustment to the expected graduation term may be made based on their actual number of credits completed toward the degree.

### **Academic Suspension**

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

Students who fail to meet the minimum requirements to clear their probationary status are subject to academic suspension for a period of at least one term (excluding summer term). Those desiring to return to the University after the suspension period must apply for return. Such students are placed on academic probation if reinstated. Please contact the Office of Academic Advising for more information. Deadlines for filing this application are 5:00 p.m. China time May 1 for return in the subsequent Fall Term and October 1 for return in the subsequent Spring Term (see section on Return). If after return the student fails again to meet the minimum academic requirements and is suspended a second time, the student is eligible to apply for return no sooner than one year or two terms (excluding summer terms) after the term of the second withdrawal.

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

## Changes in Status

### Voluntary Withdrawal

Students who wish to withdraw from the university must give official notification to the Office of Academic Services. Notification must be received prior to the beginning of classes in any term, or tuition and housing fee will be refunded only partially (see section on Refund in Part 5). For students withdrawing on their own initiative after the beginning of classes and up to the last teaching day of the fifth week of 7-week classes or of the tenth week of 14-week classes in the fall or spring terms, a W is assigned in lieu of a regular grade for each course. After these dates, up until the end of the last day of classes of that session, an F grade is recorded unless withdrawal is caused by an emergency beyond the control of the student, in which case a W is assigned by the University Registrar. Alternatively, students withdrawing for medical reasons during this period will have the option, upon obtaining the appropriate approvals from the instructor, to choose to receive the grade of I in one or more courses instead of the W grade. The student may then complete the course as described in the section on Incomplete Coursework. Withdrawals from the university during a term or session will not be approved after the last day of classes. In such cases, the student is expected to finish the term or session, or a grade of F will be recorded. These policies also apply to courses offered in Summer terms.

Students who withdraw from the University may have to apply through the Admissions Office if they wish to return. Students who intend to return to Duke Kunshan University are advised to take a Leave of Absence if possible.

### Involuntary Withdrawal, Involuntary Leave of Absence or Suspension

Students may be involuntarily withdrawn, suspended, or placed on involuntary Leave of Absence for academic reasons or disciplinary reasons, as well as administratively. Refunding will follow that of voluntary withdrawal or leave of absence except under circumstances where students are withdrawn, suspended, or placed on involuntary leave of absence for disciplinary reasons (see section on Refund in Part 5). For students who are suspended, put on involuntary leave of absence, or dismissed from the University due to violation of University policies and regulations, no refund will be granted. Students' withdrawal or leave of absence will be noted accordingly on the official academic record.

Students wishing to transfer in credit for study at another accredited college or university while on involuntary leave of absence or suspension for academic reasons are eligible to apply to transfer in up to a maximum of 8 credits. Students who are involuntarily withdrawn are ineligible to undertake any coursework scheduled at Duke Kunshan University and may not enroll again in the future.

### Leave of Absence

Students who wish to take time away from their studies but intend to return to Duke Kunshan University are advised to take a Leave of Absence if possible. Most leaves of absence are granted for two reasons: personal or medical. After finishing the first term of the first year, students in

good standing may request a personal leave of absence for one or two terms by completing a leave of absence request form and submitting it to the Office of Academic Services prior to the first day of classes of the session in which the leave is granted. A personal leave of absence starts after one term ends and before the next term begins. A personal leave of absence is not granted for a term in which classes have begun, except in extreme cases such as family death or recent diagnosis of terminal illness.

A medical leave of absence with proper documentation may be granted at any time but with one restriction. Students requesting a medical leave of absence during a current term or session<sup>11</sup> must file the leave of absence forms with the Office of Academic Services prior to the end of the last day of classes of that term. No requests for leaves of absence will be considered after this deadline. In such cases, students should request an incomplete grade (see section on Incomplete Coursework). Students who request a medical leave of absence for a current term or session and submit their leave request prior to the last day of classes will be assigned W in lieu of a regular grade for each course. Students taking a medical leave of absence during the final four weeks of classes for 14-week long courses and the final two weeks of classes for 7-week long courses will have the option, upon obtaining the appropriate approvals from the instructor, to choose to receive the grade of I in one or more courses instead of the W grade. The student may then complete the course as described in the section on Incomplete Coursework. In most cases, students electing to take a medical leave of absence will be expected to remain on medical leave of absence through the following fall or spring term. For a medical leave of absence commencing after the start of classes in any term, tuition and housing fees will be refunded only partially (see section on Refund in Part 5).

A medical leave of absence will not be retroactively granted for a term for which the last day of classes has already occurred. There are no exceptions to this policy. Students returning from a medical leave of absence, at the discretion of university officials, may not be allowed to participate in university programs such as, but not limited to, study away for the term immediately following their return to active status.

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

A student may receive transfer credit for no more than two courses, up to a maximum of 8 credits, taken at another accredited four-year institution in the US or similarly accredited institution abroad and with a liberal arts and general education curriculum while on voluntary leave of absence for personal or medical reasons or while a Duke Kunshan University student is suspended or on involuntary leave of absence for academic reasons. Students must complete and receive approval through the credit-transfer review process. Policies and procedures for course approvals are available from the Office of Global Education. (See also Transfer of Work Taken Elsewhere, Part 6.)

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<sup>11</sup> or who are approved for a personal leave of absence due to extreme circumstances such as family death or recent diagnosis of a terminal illness.

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

### **Campus Access for Students on Temporary Separation**

Students on a temporary separation from DKU, including those under suspension or on a leave of absence, are not permitted to be on the DKU campus or engage in any university-sponsored activities, research or work positions, or campus-based research. Any attempt to access campus or participate in university-sponsored activities during the separation period may jeopardize a student's eligibility to return and/or result in referral to the student conduct process. Students under Academic Suspension may enter campus only for pre-arranged meetings with university officials specifically related to their return. This exception does not include meetings with faculty for the purpose of planning or conducting research, even if the majority of that research is expected to take place after the student's return. Students under Behavioral Suspension need to refer to the campus access conditions noted in their resolution letter and to the section of the Student Handbook titled Behavioral Suspension.

### **Return**

Return from any type of leave of absence, including suspension or an involuntary leave of absence, is contingent upon approval of a Return from Leave of Absence application. The deadlines to file such applications, including all supporting materials, are 5:00 p.m. May 1 (BJT) for Fall Term and 5:00 p.m. October 15 (BJT) for Spring Term. Late or incomplete applications will not be accepted, except in extreme cases such as family death, recent diagnosis of terminal illness, or a delay in obtaining the necessary medical documentation due to reasons beyond their control. Rising senior students who wish to be reinstated early so that they can participate in course registration in April for the upcoming fall term must file the return applications, including all supporting materials, by 5:00 p.m. May 1 (BJT). The University reserves the right to request necessary documentation and have conversations with appropriate parties, determined on a case-by-case basis, to confirm that the student is qualified and/or ready for return. Registration information will be provided by the university registrar to all students who are approved to return from a leave of absence. All returning students must register prior to the first day of classes for the term of intended enrollment. Students who are scheduled to return from leave of absence who fail to apply to return from leave of absence, extend their leave of absence, voluntarily withdraw from the university, or register for courses by the end of drop/add of the term they are expected back will be administratively withdrawn from the university and must apply for readmission if they wish to return.

Students returning from a leave of absence taken during their junior or senior year should consult with the Office of Signature Work and their signature work mentor about their progress, including alternative deadlines for signature work, senior capstone courses, and other signature work requirements needed for graduation.

## **Full-time and Part-time Degree Status**

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

## **Undergraduate Status**

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

## **Academic Recognition and Honors**

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

### **Dean's List**

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

### **Graduation with Signature Work Distinction**

Graduation with Signature Work Distinction accords recognition to up to 10% of students in each graduating class who achieve excellence in their signature work. Graduation with Signature Work Distinction is separate and distinct from Latin Honors (see below).

### **Latin Honors**

Latin Honors by Overall Academic Achievement accords recognition for academic excellence achieved over the duration of an entire undergraduate career. Unlike the Dean's List honor,

which recognizes academic excellence achieved over the short term (one term), eligibility for the three categories of Latin Honors (summa cum laude, magna cum laude, and cum laude) is based on the cumulative grade point average for all work at Duke Kunshan University. Recipients are determined by the following procedure: (1) The grade point average included within the highest five percent of the graduating class is used to specify the grade point average needed by those students of the current graduating class to be awarded the summa cum laude honor; (2) The grade point average included within the next highest ten percent of the graduating class is used to determine the grade point average needed by those students who will graduate with the magna cum laude honor; (3) Finally, the grade point average included within the next ten percent of the graduating class will be used to determine those students eligible for graduating with the cum laude honor. Thus, about 25 percent of each graduating class will receive Latin Honors.

## **Notification of Intention to Graduate**

The "Apply for Graduation" step completed by students in the Duke Kunshan University student information system is the official notification that they expect to have completed all requirements for the degree and to receive the diploma on a particular graduation date. They will be confirmed for that specific graduation if basic requirements, i.e., general education, one major, number of credits earned through courses taught or co-taught by Duke faculty, signature work, and any additional requirements for students from the Chinese mainland, Hong Kong, Macau and Taiwan have been completed (see section on Degree Requirements, part 3). It is the responsibility of students to complete this step on or before established deadlines. Students who are on track to complete their degree requirements but fail to take this action may be administratively added to the degree candidate list. Information regarding the location and date of availability of the diploma is sent to prospective graduates at their Duke Kunshan University e-mail address.

## **Graduation and Commencement**

Commencement exercises are held once a year in May when degrees are conferred upon and diplomas are issued to those who have completed degree requirements by the end of the spring term. Students who complete requirements by the end of the summer term or by the end of the fall term receive diplomas in December and are eligible to participate in commencement exercises in the following May. Students who are within 20 credits of graduation at the end of the spring term may request to participate in the annual commencement exercises. Based on the timing of completing degree requirements noted above, students are only permitted to participate in one commencement exercise. Students receive three confirmations of their graduation: a Duke University diploma (issued by Duke University), a Duke Kunshan University diploma (from the Ministry of Education of the PRC), and a Duke Kunshan University graduation certificate (from the Ministry of Education of the PRC).

## **Education Records**

Duke Kunshan University adheres to a policy permitting students access to their education records, health record, and their confidential financial information while at Duke Kunshan University. Students may request to review any information that is contained in their Duke

Kunshan University education, health, and financial records and may, using appropriate procedures, challenge the content of these records.

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

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

## **The Provision of Academic Information to Parents and Guardians**

It is primarily the responsibility of students to keep parents and guardians informed of their academic standing and progress as well as any difficulties that may affect their performance. The Registrar does not release end of term or midterm grade information to parents and guardians without students' written permission. Students who so choose may provide delegated access of select academic records to third parties (including family members) using the Guest User Setup Instructions for Students available on the [Registrar's website](#). Parents and guardians may be alerted to emergency and extraordinary situations that may impinge upon a student's well-being.

## **Procedure for Resolution of Students' Academic Concerns**

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

Students are encouraged to resolve academic complaints directly with the course instructor(s) or appropriate staff member (e.g., tutors, teaching assistants, advisors, etc.) involved in the matter. Direct communication is a basic expectation of conduct in an academic community. Whenever possible, therefore, students ought to approach the relevant instructor or staff person, either by email or by an in-person meeting, within five days of identifying the concern. After the meeting has occurred, the instructor or staff member is obliged to respond to the student in writing within five days, offering a resolution of the dispute.

Under three conditions a student may advance their concern to the relevant unit head (Division Chair [or Associate Chair, if designated by the Chair], or the Director of the Language and Culture Center for language related courses, or the Director of Academic Advising for complaints regarding tutoring or advising staff).

- The student is dissatisfied with the instructor or staff member's resolution
- The student receives no response
- The student is uncomfortable addressing the instructor or staff member directly

The relevant unit head shall consider all appeals regarding academic concerns. At minimum, they will review the student's concern, interview relevant faculty or staff members, and review any relevant course content. They may also choose to interview other members of the community before reaching a decision. Their deliberations ought to be guided by consulting the relevant academic rule, policy, or established practice. Within 14 days of receiving notice of a student concern, students ought to receive notice of a final decision and resolution from the relevant unit head. The unit head's substantive judgment is final. If applicable, the unit head may advance their concerns about instructors or staff members to the Dean of Faculty Affairs or the VCAA for further action or remediation.

If the student is dissatisfied with the resolution outcome, the student may choose to file a formal appeal with the Registrar and Dean of Academic Services. The Registrar and Dean of Academic Services (or delegate) will consider appeals on the following grounds:

- The resolution procedure was not observed, and that nonobservance harmed the student's progress towards degree
- The alleged conduct violated a relevant policy in the DKU Faculty Handbook

Should the Registrar and Dean of Academic Services (or delegate) determine that the appeal has merit, they will return the case to the unit head for re-adjudication. The Registrar and Dean of Academic Services (or delegate) may also advance their concerns about instructors or staff members to the Dean of Faculty Affairs or the VCAA for further action or remediation.

Students have the right to make any formal or informal complaint they deem important without fear of retaliation or any other adverse consequences. If a student has questions or concerns about the policies and procedures related to the academic complaint resolution process, the student may consult their academic advisor or the Registrar Dean of Academic Services (or delegate) at any point during the process or before initiating a formal or informal complaint.

Issues related to academic integrity will be resolved according to the Undergraduate Academic Integrity Policy<sup>12</sup>. Issues related to non-academic behaviors as described in the student handbook will be resolved according to the student complaint and conduct processes<sup>13</sup>. Issues related to harassment and discrimination will be resolved according to the Sexual Harassment and

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<sup>12</sup> Refer to Duke Kunshan University Academic Policies, Approved by the Faculty August 29, 2018.

<sup>13</sup> Refer to Duke Kunshan University Student Handbook.

Misconduct Policy<sup>14</sup>. Issues related to grading will be resolved according to the Undergraduate Student Grade Appeal Procedure.

## Grade Appeal Procedure

Grades received on individual assignments are not eligible for appeal by students. Students are always encouraged, however, to discuss their work with their instructors so that they can better understand faculty feedback on individual assignments. The procedure below applies only to final course grades.

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

A student who questions a final grade received in a course should first discuss the matter-- either by email or by an in-person meeting—with the instructor(s) within five days of the grade being released. If a student wishes to petition for a formal grade review, they must do so within seven days of the grade being released. Faculty are obliged to respond to student grade appeals in writing within five days of receiving notice of an appeal.

Students may appeal the decision of the faculty member by directing an appeal to the appropriate unit head. This appeal must be submitted no later than 14 days after the grade is released. The only bases for a successful appeal are:

- Errors in calculation or transcription
- Egregious departures from current syllabi and/or published rubrics
- Evidence of systematic bias, harassment, or other violation of a relevant policy in the DKU Faculty Handbook

The unit head or associate unit head will review the case with the instructor(s) involved. The review will focus on whether the grade assigned by the instructor was arrived at in accordance with the course grading policy as articulated in the syllabus and/or as discussed with the students in class and calculated in the same way that the grades other students received in the course were calculated. Generally speaking, the review will not focus on how individual pieces of work in a course were graded, as it is the responsibility solely of the instructor to evaluate the quality of students' work within the context of his/her course.

If the unit head or associate unit head agrees with the instructor(s) that there are no legitimate grounds on which to change the grade, the grade stands as recorded. If the unit head or associate unit head believes there are grounds to consider a change and the instructor(s) is unwilling to change the grade, the unit head or associate unit head will notify the student that he or she may

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<sup>14</sup> Refer to the Part 1 of Bulletin of Duke Kunshan University Undergraduate Instruction, or the Student Handbook.

request a review of the case in writing to the Dean of Academic Services or delegate. A written request must be submitted before the end of the Drop/Add period of the term following that in which the instructor(s) recorded the grade.

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

### **Special Provision for Graduating Students**

Due to administrative deadlines for graduation certification, graduating seniors are subject to an accelerated timeline for resolving grade concerns. Students who wish to question a final grade in their final term must notify the instructor in writing within 48 hours of the grade being released. Formal appeals must be submitted to the Registrar and Dean of Academic Services (or delegate) within five days of the grade posting.

Students are strongly encouraged to review their grades promptly upon release and to communicate any concerns immediately. Once the graduation list has been certified and degrees conferred, changes to final grades will be made only in cases of verified clerical error.

### **Removal of Disruptive Students from a Course**

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

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

### **Compliance with Academic Regulations**

Under no circumstances may students ignore official rules and requirements, as this is a breach of the Duke Kunshan University Community Standard. Students who ignore official rules and requirements (including not taking common core courses in the designated year or not completing signature work requirements by stated deadlines) will at the least have their registration for the next academic term blocked by the Registrar and Dean of Academic Services until after the close of the last window of that registration period. They could also be subject to

grade reductions (in the case of signature work deadlines), involuntary leave of absence or suspension for a period of two terms and/or other possible disciplinary or academic action.

## **Religious Holidays**

In recognition that observances of religious holidays may affect classroom attendance and the submission of graded work, at or before the beginning of each term members of the various religious affiliations should inform their instructors of major religious holidays that occur when classes are being held at or before the beginning of each term. In the event of a conflict, students wishing to observe a specific religious holiday should request that their instructors arrange for a postponement or makeup of work. Duke Kunshan University encourages all faculty to make reasonable accommodations necessary for students' religious observances. However, it is the student's responsibility to make such requests prior to the holiday. If an instructor is unable or unwilling to grant the request, students should consult the Office of the Registrar and Academic Services.

## Part 7: Academic Advising and Support

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

### Academic Advising

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

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

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

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

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

## Academic Resource Center

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

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

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

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

Other support offices such as Counseling and Wellness Services (CAWS), Student Health Services, Student Accessibility Office, the Writing and Language Studio, the Office of Global Education, and the Office of Career Services can help students identify academic strategies and refine their interests and goals. Students may also consult designated major conveners for specific curricular questions related to each major. The detailed course requirements for each major are listed in Part 10: Majors and Courses.

## Seven Principles of Duke Kunshan University Academic Advising

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

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

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

### Career Services

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

The office will provide both guidance and resources to students and alumni that will help them explore various career opportunities as well as help them gain important skills, knowledge, and experience to be competitive and successful in achieving their long-term career goals.

The Office of Career Services encourages students to make the most of their Duke Kunshan University experience by accessing relevant campus resources, developing career interests and values, and establishing and maintaining relationships with their peers as well as faculty, staff, and alumni.

The office also provides Career Programs such as a career workshop series and career fairs that are designed to help Duke Kunshan University students improve career skills and knowledge by connecting them with alumni and professionals across a variety of fields.

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

Key services that the Office of Career Services offers include:

- **Resources & Tools:** online platforms, assessment tools, online and offline resources for informational search, and other career development resources to help students with goal identification and career path planning.
- **Coaching & Advising:** group sessions and one-on-one appointments with career advisors discussing personal career exploration, resume writing, interview preparation and offer decision-making, etc.
- **Workshops and Events:** career skills workshops, specialized seminars, company/guest speaker information sessions, graduate school sharing sessions, case competitions, on-campus recruitment events, field trips, etc.
- **Specialized Career Programs:** engagement programs with corporate partners/alumni, and development programs with other external partners such as government and research institutions.
- **Opportunity Development:** Career Services works to build and maintain relationships with alumni and employers who can provide internships, full-time jobs, volunteer programs, and other learning opportunities.

- **Internship Facilitation:** providing students with internship guidance, issuing documents based on employers' requests, advising on legal requirements, and staying current on relevant changes and opportunities. Summer and short-term internship opportunities are collected and shared with students, and individual consultation allows for focused guidance on how to secure summer internships. Please note: to remain compliant with visa and immigration policies, all international students must complete internship registration procedures through Career Services and International Student Services before starting an internship. Contact Career Services to initiate this process early on once you have received an internship offer and before starting any internship responsibilities to ensure you are not in violation of immigration law.
- **Student Work Program Management:** Career Services develops, organizes, and executes the student worker initiative on campus to involve students in university departmental activities and faculty projects. Student worker positions offer students a diverse range of opportunities to acquire significant experience in university administration, research, and other related areas. By equipping students with practical working or research skills through on-campus work, the program aims to effectively prepare them for future internships or research opportunities outside the university.

## Student Research Opportunities

Research and experiential learning are integral components of the Duke Kunshan University undergraduate experience, particularly in connection with students' Signature Work (SW) projects. Students may engage in research with Duke Kunshan faculty for academic credit during the academic year. In limited cases, students may also receive pay for research assistance. Research experiences, whether collaborative or independent-often contribute directly to a student's Signature Work. To support these experiences, the university offers the following competitive funding programs:

### Summer Research Scholars (SRS)

The Summer Research Scholars program provides funding for undergraduate students to serve as paid research assistants on faculty-led research projects during the summer. These collaborative projects are part of the faculty's ongoing research and are designed to offer students meaningful, graduate-level research experiences. Faculty apply for SRS funding to support student researchers, and students then apply directly to the faculty for available positions.

### Signature Work Research Grants (SWRG)

SWRGs provide funding to help defray expenses associated with student Signature Work projects. These projects may be entirely student-designed or conducted in collaboration with faculty research. SWRG funds may be used to purchase research supplies, compensate IRB-approved research participants, or support travel and related costs for off-campus experiential learning activities that clearly advance a student's Signature Work and are supported by the SW mentor. Students applying for SWRG should clearly explain how the proposed activities relate to their Signature Work.

## Signature Fund (SF)

The Signature Fund offers supplemental funding for projects already supported by a SWRG. These funds—generously donated by DKU families—can be requested when SWRG funds are insufficient to complete a project. Applications for SF follow the same guidelines as SWRG and must clearly justify the need for additional support.

Students interested in research or off-campus experiential learning are encouraged to consult with their Signature Work mentors or other faculty members whose expertise aligns with their academic interests. Career Services and DKU’s network of partner institutions—including research centers, universities, government agencies, and NGOs—can also help students identify opportunities, especially for experiences in China or abroad.

## Study Away

Study Away is defined as an off-campus credit-bearing experience during the academic year (fall or spring semester). Students who are in good standing at Duke Kunshan University will have the opportunity to attend an approved study away program for one academic term in their junior year. The Office of Global Education is responsible for vetting and approving all academic study away programs undertaken for credit abroad or off campus. Students may also independently participate in summer programs after their first year and until graduation. DKU does not require summer enrollment, and participation in summer programs is optional. Summer programs do not require approval from DKU for participation and may be pursued as credit or non-credit bearing experiences. Transferring coursework from any credit-bearing program is subject to the Host-DKU Credit Transfer process and credit transfer policies. The Office also facilitates the course credit transfer request process for students studying in such programs.

## Eligibility

Students must apply and receive preapproval to participate in any credit-bearing study away opportunities through the Office of Global Education. An approved study away program allows students to remain enrolled as a DKU student while completing a full-load of coursework at an off-campus institution or program. While on an approved study away program, students are subject to DKU undergraduate course load policies (see **Course Load, Part 6**). Courses taken on approved study away programs (either on DKU’s preapproved program list or approved by individual petition) will be eligible for review to transfer back to DKU under the Host-DKU Credit Transfer Approval process (see **Work Taken After Matriculation at Duke Kunshan University, Part 6**). With the exception of students on any type of leave of absence or academic suspension, all students who plan for a fall or spring semester of study away must apply through DKU, receive preapproval (which is not guaranteed) to participate, sign the DKU Participation Agreement, and follow the Course Approval and Transfer Policies (see section below) for any credits earned.

Students seeking credit-bearing enrollment in summer programs or in any term while on leave of absence or suspension are not considered to be studying away. Such students do not need preapproval to participate and do not sign a DKU Participation Agreement, but preapproval for

courses is strongly recommended because approval for course transfer is not guaranteed. Any credits earned are subject to Course Approval and Credit Transfer Policies (see section below and section on **Work Taken After Matriculation at Duke Kunshan University in Part 6.**)

Students may study away and transfer credits for a maximum of one academic term in their junior year and may also seek to transfer credits from optional summer programs. For the purpose of study away, “Junior Year” is generally defined as a student’s 5<sup>th</sup> and 6<sup>th</sup> semester of active enrollment and satisfactory degree progress (See section on Satisfactory Performance Each Term OR updates from Office of Registrar), and/or provided they are on-track to graduate either two or three semesters after studying away. Students previously accepted or admitted to programs that fail to meet satisfactory degree progress prior to the start of their study away term may be withdrawn or need to delay their study away to an eligible semester. OGE reserves the right to consult and determine eligibility for study away with the DKU Registrar and relevant offices based on these criteria as a general principle. The application process for semester study away programs starts in the fall term of the sophomore year, but preparation for study away should start in first-year academic planning. Students must be in good academic, conduct, and financial standing in order to study away. While their probation is in effect, students who are on academic or conduct probation may apply for future study away terms, but they must have cleared their probationary status prior to the approved study away program start date. Students accepted into study away programs who are subsequently placed on academic or conduct probation that is in effect for their admitted term or whose academic or conduct probation is extended through their admitted term may be liable for the program costs, even if they withdraw from the program. Students may petition for an exception to be allowed to study away while on probation by contacting the Office of Global Education; although rare, approvals for exceptions are evaluated on a case-by-case basis. Students should refer to the DKU Global Education website (<https://globaled.dukekunshan.edu.cn/>) for complete eligibility requirements. Students who do not meet the eligibility requirements may not study away. All students who study away must sign the appropriate legal documents before departure.

Students placed on academic suspension may not study away during the terms of their suspension nor submit an application to study away for a future term while away from the University. Following approval to return to the University and during their first reinstated term of probation (see ‘Academic Suspension,’ Part 6), students may apply to study away but must clear their probationary status prior to studying away.

Students who are taking or placed on any type of Leave of Absence may not study away during the term(s) of their leave of absence. With the exception of the Duke/Duke Marine Lab (DUML) Application cycle, students who are taking or placed on any type of Leave of Absence are not allowed to apply for future study away term during the term(s) of their leave of absence. Only after being approved to return to the University may a student submit an application and commit to a future study away term in their junior year, provided they are not returning on probation (see section on Return, Part 6). Students on a voluntary or involuntary leave of absence may not have access to study away application notices or materials before they receive their approval to return, and are advised to proactively communicate with the Office of Global Education to request these materials if they plan on applying for study away.

Students on voluntary or involuntary leave of absence or academic suspension in one or multiple terms may independently enroll in credit-bearing courses (see ‘Work Taken After Matriculation at Duke Kunshan University’ and ‘Leave of Absence’ in Part 6) that do not constitute an approved study away program or term; in such an instance, students may, but are not required to, request transfer credit to DKU for no more than a cumulative total of two courses, up to a maximum of 8 credits (subject to approval in the Host-DKU credit transfer process as described in Part 6). For students wishing to transfer in credit, course preapproval is strongly recommended because approval for course transfer is not guaranteed.

Students may not enroll in summer courses or programs that conflict with Military Training or summer Chinese Society and Culture courses, or that overlap with the DKU fall/spring course schedule and academic calendar.

### **Study Away Opportunities**

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

### **Study Away at Duke University**

Eligible students will have the opportunity to attend Duke University in Durham, North Carolina, in either the fall or spring term of their junior year. The application process for Duke typically opens in the Fall semester of a student’s sophomore year; all students should pay clear attention to the dates, policies and procedures announced with that application window. These dates and policies may vary from year to year to accommodate an equitable process for all students to have the option of a semester at Duke. The Office of Global Education will take into account individual timing (fall/spring term) preferences when possible. However, students may not be assigned to preferred terms due to capacity and distribution limitations across Fall and Spring terms. Generally, after all students apply and indicate their term preferences, a randomized lottery is held to balance term assignments according to capacity constraints. Capacity at Duke in each semester is evaluated every year, but generally, Fall terms generally will have more capacity than Spring terms.

Students will also have the option to attend Duke Summer Session. Normally, students are encouraged to take the summer session either immediately before (for Fall term assignment) or after (for Spring term assignment) their junior-year term at Duke.

Students who have taken a Leave of Absence (voluntary or involuntary) prior to their senior year may face limitations in the terms in which they are eligible to apply for and be assigned a term at Duke and should consult with the Office of Global Education to understand these limitations prior to taking a leave of absence.

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

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

Students studying at Duke University during a fall or spring term will pay the same tuition they would have paid for a term at DKU, with the same merit scholarship and/or financial aid. Students will be required to cover all other costs, including housing, board, insurance, travel, and living expenses. It should be noted that such costs are higher than at Duke Kunshan. Currently (in Academic Year 2025-2026), the total estimated cost for one regular term at Duke (including housing, dining plan, insurance, and student fees) is estimated at USD \$13,581; this does not include tuition, visa, or travel expenses.

Students are responsible for the full costs of all summer programs, including those at Duke; DKU merit scholarships and/or financial aid cannot be used to cover the cost of summer programs. The cost of one summer term at Duke including tuition is currently calculated to be approximately USD \$11,501 for students. Students who choose courses with science labs will pay approximately USD \$3,800 more for one science course. Detailed cost breakdowns for study at Duke are available on The Office of The Duke Office of DKU Relations website (<https://dkurelations.duke.edu/students/dku-students-duke/financials/>) and Duke Summer Session Website (<https://summersession.duke.edu/>).

Note: US Federal Financial Aid cannot be applied towards costs at Duke University. The use of other scholarships or financial aid towards Duke costs should be verified in advance.

## **Other Study Away Programs**

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

Students must receive approval in advance for both the program and individual courses. Although financial accessibility is considered in the range of programs that are preapproved, costs vary significantly by geographical region of study and program type and are the full responsibility of the student. With the exception of approved exchange partnerships (where tuition is paid to DKU, and housing/program fees are paid to the host institution), DKU merit scholarships and/or financial aid cannot be used to cover the cost. Students may seek additional

information on financial planning for study away opportunities and advice for researching program costs on the Office of Global Education website, or by arranging an individual advising session with the Office. Students assume full responsibility for their own financial commitments and payments for programs, whether they are preapproved or approved by petition (including but not limited to deposits, tuition, housing, cost of living, and other program fees).

## **Course Approval and Credit Transfer**

Note: students seeking information on credit transfer for courses taken prior to matriculation at DKU should see “Prematriculation Credit” and “Work Taken During High School”, Part 6.

Students may transfer up to a maximum of 40 credits taken outside of the Duke Kunshan University campus, including advanced placement credits. A maximum of 8 credits may be from coursework undertaken while on voluntary leave of absence for personal or medical reasons or while a Duke Kunshan University student is academically suspended, or on involuntary leave of absence for academic reasons. Courses taken at Duke University typically transfer to DKU as general elective credits but may additionally be reviewed for preapproval as equivalencies following Duke-DKU Credit Transfer Procedure. Courses taken at Duke (or elsewhere) may not transfer back to DKU for credit if they are considered a repeat of a class already taken at DKU; furthermore, students should verify that their enrolled classes are not anti-requisites to DKU courses they will need to graduate. All courses taken at universities or through programs other than Duke University should be preapproved for credit to transfer back to DKU; approval for course transfer is not guaranteed. Policies and procedures for course approvals are available from The Office of Global Education website (<https://globaled.dukekunshan.edu.cn>). (See also **Transfer of Work Taken Elsewhere, Part 6.**)

For courses taken at Duke University: All grades earned at Duke University are entered on the official record at Duke Kunshan University and are used in determining the grade point average. Courses taken while a DKU student is studying away at Duke University may be taken on a Duke Satisfactory/Unsatisfactory basis, subject to Duke’s processes, regulations and deadlines – which may differ from those at DKU. Such courses will also be subject to all regulations and limitations stated for the DKU CR/NC policy in the DKU Bulletin, including all restrictions on the number of credits and which courses can be taken on this basis. Students declaring S/U at Duke are required to consult their DKU academic advisor to ensure that they will be using a DKU CR/NC option in an appropriate manner. Courses taken at Duke on a S/U basis will transfer back to DKU and be recorded using DKU’s CR/NC system. Students who use S/U on a Duke course that cannot be transferred over as CR/NC at DKU will not earn credits for the course and may be ineligible to retake it at either institution.

For courses taken at universities other than Duke University: Transfer of academic credit from non-Duke host institutions or programs is neither automatic nor guaranteed. Students should approach course planning carefully and thoroughly familiarize themselves with advising materials and the course approval and transfer process detailed in the Office of Global Education website. Students should complete the course approval process before committing to attend any program. Most courses taken on study away programs are eligible to transfer to DKU as general elective credits but may additionally be reviewed for preapproval as equivalencies or

substitutions to fulfill DKU graduation requirements. Only courses taken in which grades of C- or better have been earned are acceptable for transfer credit; courses taken at other institutions with CR/NC grading, courses taken at other institutions with CR/NC grading or the equivalent are not accepted for transfer credit. Students must be able to submit an official transcript, with credits and grades provided by the host institution, to the Office of Registrar at DKU. All courses approved for transfer are listed on the student's permanent record at Duke Kunshan University, but grades earned are not recorded or used in determining the grade point average.

## **Insurance**

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

## **Visas**

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

## Part 9: Student Experience and Campus Life

### Student Experience

Although bearing resemblance to offices on other campuses called Student Affairs, the DKU Office of Student Experience (OSE) holistically develops students by curating a transformational, co-curricular student experience at both graduate and undergraduate levels. OSE promotes and supports an inclusive, cross-cultural, and vibrant campus community. We challenge and support students with an ethic of care and educational approach, empowering them to embrace opportunities that foster cultural humility, leadership skills, lifelong learning, and civility as they transition to the next stage of their lives. The Office of Student Experience is comprised of University offices that support the student journey from orientation to commencement, including Residence Life, Campus Engagement, Chinese and International Student Services, Athletics, Career Services, Global Education, Counseling and Wellness Services (CAWS), Disability Services and Student Accessibility Services Office (SASO).

### Student Experience Conceptual Framework

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

### Core Values

- Cultural humility
- Health and wellness
- Critical Thinking
- Leadership
- Social Responsibility
- Respect

### Residence Life

Residence Life creates opportunities to live, learn, and lead. Committed to creating these opportunities, we work collaboratively with students, parents, faculty, and staff to help residents

navigate their DKU residential journey in a safe, diverse, inclusive, stimulating, and vibrant community. Along the way, we challenge and support residents to develop their potential, achieve their goals, and prepare for global citizenship.

Simply put, Residence Life is responsible for not only living on campus, but also creating and supporting a residential community. This area encompasses the Residence Life Coordinator team, Resident Assistant teams, community events and programs, student conduct, as well as managing room applications, assignments, and billing processes. For more information about Residence Life, see the website (<https://www.dukekunshan.edu.cn/campus-life/residence-life/about/>) or email [residencelife@dukekunshan.edu.cn](mailto:residencelife@dukekunshan.edu.cn).

Residence Life works closely with, but is distinct from, the DKU Housing department. Housing (overseen by DKU Operations) handles the facilities aspects of campus living, including cleaning, maintenance, room inspections, work requests, indoor air quality, water drinkability, and rental refrigerator coordination.

## **Living on Campus - Residence Halls**

In keeping with a design to foster active academic and community participation, all undergraduate students are required to reside on campus during their four years at DKU, with the general expectation that students reside on campus Sunday through Wednesday night. This includes the main campus and any off-site buildings owned, leased, or operated by the University. Exemptions to this policy that are supported by specific accommodations criteria may be applied for, but are not guaranteed, and must be explicitly approved and documented in writing (for more information or to inquire about exemptions, please email [SASO@dukekunshan.edu.cn](mailto:SASO@dukekunshan.edu.cn)). Although DKU does not require students to indicate when they are not staying on campus temporarily and “room checks” verifying students are actively living on campus Sunday through Thursday are not routinely performed, this is an expectation of the student code of conduct and subject to conduct review if a student is reported to consistently be residing off-campus outside of this policy without an approved accommodation request.

Residence halls are homes for the students who live there. Many people use the word “dorm” to describe the places students live on university campuses. “Dormitory” is word derived from the Latin for “sleep”. Since DKU's residential facilities are part of something far more impactful and meaningful than sleep alone, DKU uses the term residence hall to describe any of the residential buildings. Each hall is supervised by a full-time staff member, called a Residence Life Coordinator, who also lives in the building. Additionally, each Residence Life Coordinator supervises a team of student Resident Assistants who help residents develop a sense of community. Information about each residence hall can be found online: <https://www.dukekunshan.edu.cn/campus-life/residence-life/residence-halls/>.

Room assignments are made by Residence Life, before the school year begins, through the Mercury system. Within the room assignment application, information about roommate matching, building preferences, and room type preferences will be collected and students will sign a Room Assignment Agreement. While Residence Life collects these preferences, there are limitations that mean not everyone may live exactly what they prefer. The options available and application

timelines for different academic programs and levels is slightly different, so be sure to pay attention to emails sent by Residence Life and information posted online: <https://www.dukekunshan.edu.cn/campus-life/residence-life/applying-for-a-room-assignment/>

## Diversity & Intercultural Engagement

DKU strives to have a global and inclusive community where students have a strong sense of belonging. DKU embraces the integration of global, national, and local traditions of thought, and endeavors to promote cross-cultural understanding for all students. By engaging in programs and cross-cultural immersive experiences, students will develop their intercultural competence and become effective leaders for the future. Students are invited to participate in a variety of activities sponsored by the office throughout the year to delve deeper into Chinese culture and learn more about the cultures of their peers. If you see yourself becoming a student leader in the field of intercultural engagement, consider becoming a Diversity Ambassador, a role in which you will be trained to facilitate real conversations about diversity and work on a team to plan informative, yet engaging events for the DKU community.

## Leadership Programs

Leadership Programs are dedicated to providing a diverse array of initiatives, events, and activities for the DKU community to learn about and practice leadership in its many forms. Several ongoing programs are designed to help students become global leaders who can positively impact the campus, Kunshan community, and the world. These programs are grounded in a theoretical framework that helps students understand consciousness of self, congruence, commitment, common purpose, controversy with civility, collaboration, and citizenship. Leadership workshops, summits, and conferences are also routinely offered. You can learn more about Leadership Programs at the website: <https://www.dukekunshan.edu.cn/campus-life/leadership-programs/about-us/>.

## Campus Engagement

The Office of Campus Engagement designs experiences specifically aimed at aiding student transition, fostering a sense of belonging, and promoting learning and development through various involvement opportunities and co-curricular experiences. These encompass student-centered spaces and facilities in the Community Center, clubs and organizations, orientation and first-year programs, as well as opportunities for intercultural learning and connection. Leadership development and intentional reflection are also emphasized to empower students to create positive changes in themselves and their communities. For more information, visit <https://www.dukekunshan.edu.cn/campus-life/campus-engagement/campus-engagement/>

## Arts and Culture

Duke Kunshan University offers students a wide range of opportunities to expand, enhance, and explore the realms of Arts, Culture, and Entertainment. These opportunities include visual arts and crafts workshops, performances, excursions featuring artists and personalized crafts, as well as cultural trips to Shanghai and throughout Jiangsu Province. One of DKU's flagship programs

is the Arts & Music Festival Week, where many of these activities converge on campus. Other significant initiatives include Arts November, the Creative Makers' Studio, DKU Arts Newsletter, student talent shows, the “This is Jiangsu” Series, and the Student Arts Advisory Board. Campus Engagement aims to provide platforms for students to showcase their artistic talents and foster community connection through arts and culture. Additionally, the DKU Philharmonic Orchestra and DKU Chorale, available as part of the course schedule, offer further performance opportunities for students.

## The Community Center

The Community Center serves as a versatile, student-centered space. It features a complex layout with rooms designed for a variety of events and activities, including theater performances, a performance café, spaces for student clubs and organizations, music rehearsal rooms, and exhibition areas, among others. Whether you're studying, socializing with friends, or seeking entertainment, the Community Center offers a vibrant hub for student life.

## Campus Programs

Learning at Duke Kunshan University extends beyond the classroom. Students actively engaged in campus life through student leadership and participation in co-curricular activities such as group excursions, service learning, voluntary community work, internships (paid or unpaid), and cultural, social, and intercultural events not only enhance their personal development and self-confidence but also contribute positively to the campus and local communities. Ultimately, students involved in these activities benefit personally from the experiences and opportunities for community building. The campus event calendar is accessible at <https://calendar.dukekunshan.edu.cn/>.

Duke Kunshan University offers various key student activities that foster cross-cultural connections and engagement, including campus-wide traditions, cultural celebrations, Spirit Thursday, Holiday Celebrations, and the Senior Banquet. These activities are integral to the Duke Kunshan University experience, catering to the diverse needs and interests of DKU students while promoting connections beyond the classroom. They provide valuable leadership development opportunities and empower students culturally, socially, and intellectually.

## First Year Experience

The First Year Experience (FYE) is designed to support first-year students as they make the transition from high school to college life throughout their first year. DKU offers programs to help first-year students become familiar with different resources on and off campus as they navigate their college life and support them to engage with the DKU community through first-year experience initiatives. Some of the key FYE programs are new student Orientation Week, DKU 101, End of First Year Celebration, monthly FYE Newsletter, and First Year Student Advisory Council. DKU strives for students to experience a supportive transition and gain a sense of belonging to the diverse DKU community through different learning and social opportunities.

## Student Clubs and Organizations

Duke Kunshan University takes great pride in presenting a diverse range of student clubs, catering to a variety of cross-cultural and academic interests. Categories include Arts and Performance, Community Service, Cultural Affairs, General Interest, Professional and Academic sectors, Sports, and Student-Run Publications. These groups are pivotal in nurturing leadership skills and fostering individual growth. Each club operates under the guidance of a faculty member or full-time staff advisor, ensuring a supportive and structured environment for student initiatives. A formal online approval process is in place, requiring a detailed organizational constitution that ensures clarity in mission, membership, and governance. DKU has over 65 active student clubs and organizations.

## Student Conduct

Student Conduct is responsible for proactively educating students about their campus rights and responsibilities, keeping the DKU Student Handbook current, and administering the non-academic student conduct process. The office hosts educational events to promote awareness of rights and responsibilities. In keeping the DKU Student Handbook, Student Conduct works closely with DKU Legal Counsel to ensure compliance with all relevant Ministry of Education laws and regulations. To promote and maintain a positive learning environment on campus, Student Conduct exists to review alleged non-academic policy violations, initiate disciplinary action through one of four trained adjudication bodies as needed, and impose sanctions when appropriate. You can learn more about Student Conduct, including access to the DKU Student Handbook, through the website: <https://www.dukekunshan.edu.cn/campus-life/student-conduct/about/> or by emailing [studentconduct@dukekunshan.edu.cn](mailto:studentconduct@dukekunshan.edu.cn).

## Athletics & University Sports

The Athletics Department at DKU oversees Physical Education (PE), Sport Clubs, Fitness, and Recreation programs, promoting diversity in physical activity, reflecting student interests, and facilitating intra-varsity competition.

The Physical Education program offers a 32-class curriculum covering a wide range of sports and activities. Although PE credits are not mandatory for international students, all undergraduate students can register for PE courses and earn up to 4 credits toward graduation requirements.

Sport Clubs are divided into recreational and competitive categories, with competitive clubs (including varsity teams) that participate in leagues, tournaments, and interscholastic competitions at local, provincial, and national levels. Athletics supports both new and existing clubs financially and administratively, offering all undergraduate students opportunities to join clubs and play on varsity teams.

Recreational outdoor activities promote health and wellness, featuring nature trips like hiking, rafting, and caving, as well as participation in events such as the Suzhou Marathon, Dragon Boat race, and Shanghai Mile.

The Sport Complex is a centerpiece of DKU's athletic offerings with facilities including an athletics stadium, tennis courts, indoor climbing wall, swimming pool, fitness areas, basketball court, volleyball, table tennis, and badminton courts.

For more information on club sports, fitness, recreation, the PE program, and additional athletics programs, visit the DKU Athletics website: [Home - Athletics | Duke Kunshan University](#).

## Counseling and Wellness Services (CAWS)

Counseling and Wellness Services (CAWS) enhances the educational experience by supporting student mental health, addressing life distress, and promoting psychological wellbeing and social development. We offer individual and group counseling, workshops, outreach programs, peer support programs, crisis management and referral services. CAWS is committed to creating a diverse, inclusive, and multicultural community in collaboration with students, faculty, staff, and various units of the university.

Counseling and Wellness Services is an important part of the Duke Kunshan University community. In addition to individual counseling, CAWS provides services to help students cultivate resilience and psychological flexibility and aims to create a healthy community through various community mental health engagement activities. CAWS places deep value in outreach programming and community engagement through various learning series on topics such as diversity, self-identity, self-confidence, how to form healthy intimate relationship, and how to live a meaningful college life.

## Campus Health Clinic

The Campus Health Clinic, operating under DKU Operations, serves students, faculty, and staff by providing high-quality, accessible, and patient-centered primary health care. It supports the university's educational mission through exceptional health education and promotion programs aimed at equipping students with the knowledge and skills for successful college life.

The dedicated team at Student Health Services delivers comprehensive medical services to DKU students, including primary outpatient care, 24/7 emergency response, referrals, pharmacy services, vaccinations, and lab services. They oversee vaccine compliance, health check-ups for new students, and manage students' medical and accidental insurance plans, all while upholding strict confidentiality standards for Personal Health Information (PHI).

In promoting individual health and campus well-being, the Clinic offers health education programs that enhance the DKU community's functional health knowledge and empower them to adopt and sustain healthy behaviors throughout their lives. These efforts foster a caring environment where students are encouraged to make informed health choices.

Additionally, the clinic conducts health education workshops covering emergency response, Automated External Defibrillator (AED) use, Cardiopulmonary Resuscitation (CPR), and First Aid techniques for the campus community.

## **Student Care**

Student Care offers confidential and proactive support, assessment, response, and education for students who are at risk or experiencing distress, aiming to ensure the safety and well-being of the university community and maintain a conducive learning and working environment.

Any member of the DKU community can refer a student to Student Care by visiting [https://dukekunshan-advocate.symplicity.com/care\\_report/](https://dukekunshan-advocate.symplicity.com/care_report/). Referrals may address concerns ranging from general issues to critical emergencies affecting students. Please note that Student Care referrals are not monitored outside of business hours. For emergencies, community members should call 120 or the campus emergency hotline.

## **Student Accessibility Service Office**

Student Accessibility Service Office (SASO) ensures that students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion.

The commitment to providing accommodations is aimed at creating an equitable learning environment where every student, regardless of their circumstances, can excel. It is acknowledged that disabilities can manifest in various forms, whether physical or related to mental health, and accommodations are tailored to meet the unique needs of each individual student.

Utilizing a comprehensive team-based approach, SASO assesses eligibility for services and accommodations for qualified applicants. Support is offered to students with a diverse range of disabilities, including but not limited to ADHD, learning disabilities, psychological disorders, hidden disabilities, mobility issues, chronic health conditions, and temporary medical conditions. For more information, please email [SASO@dukekunshan.edu.cn](mailto:SASO@dukekunshan.edu.cn), or visit SASO website.

## **Chinese Student Services and Student Mobility**

Chinese Student Services (CSS) at DKU is dedicated to cultivating culturally empathetic and self-fulfilled ethical citizens through comprehensive services and activities both on and off campus. These initiatives focus on community engagement, experiential learning, and leadership development, inspiring students to make positive contributions throughout their lives.

CSS manages social practice programs, volunteer services, military training, Youth League committee activities, CPC membership management, and facilitates matters related to Hukou (household registration) and Dang'An (personal files). The office also serves as a liaison for Chinese parents.

Signature programs offered by CSS include events like Tour of China Bazaar, “Do It Like a Farmer,” National Day Holiday Events, Traditional Chinese Medicine and Treatment, Constitution Learning Challenge, and Prevention of Financial Fraud workshops. These events

are particularly popular among Chinese students, providing opportunities to enhance transcultural communication with international peers and explore the richness of Chinese culture, history, and cities.

Specifically for Chinese students, CSS coordinates essential services such as military training, management of Dang'An and Hukou, and provides discounted train tickets based on Ministry of Education guidelines. Military training covers theoretical and physical aspects, with sessions typically initiated at the end of the first academic year. The office manages Dang'An files received from students' high schools, ensuring proper documentation throughout their four-year tenure and subsequent transfer. CSS collaborates with local authorities to assist in Hukou registration for students relocating from their hometowns, although this is optional. Additionally, CSS facilitates the purchase and application of discounted train tickets twice a year, affixing stickers as proof of eligibility. Please see <https://www.dukekunshan.edu.cn/campus-life/css/welcome/> to learn about Chinese Student Services.

## **International Student Services**

International Student Services (ISS) at DKU facilitates entry and exit immigration processes for international students from all over the world. We collaborate closely with students, staff, faculty, parents, and local authorities to ensure a smooth transition into China and legal residency at DKU, including obtaining student visas, long-term study residence permits, and residence registrations. ISS collaborates with the local Public Security Bureau (Police) and Entry-Exit Inspection and Quarantine Bureau (Immigration) to achieve these goals.

In addition to handling legal onboarding requirements, International Student Services offers a variety of university programs aimed at integrating international students into DKU, Kunshan, and the surrounding areas. These programs, such as global cultural months, foster cross-cultural interaction among our diverse student body.

The office also supports parents of international students by providing timely information and resources to assist them in supporting their students. Furthermore, we facilitate community building among DKU's diverse international parents and family communities.

## Part 10: Majors and Courses

### Requirements for All Majors

All students regardless of their choice of major will be required to complete the following courses. Other specific major requirements are listed under each major. Note that students belonging to class of 2028 and previous classes must consult the Bulletin published in their first year to learn graduation requirements for their class year.

#### Common Core (12 Credits)

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

#### Distributional Requirement and Quantitative Reasoning Course Requirement (16 Credits)

Please see details in Part 3: The Curriculum.

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

#### Language Courses (8-16 Credits)

Please see details in Part 3: The Curriculum.

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

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

Students who are not assigned to either the EAP track or the CSL track can satisfy their foreign language requirement by taking advanced written and oral communication (WOC) courses, or courses in an additional language.

Students whose first language is not Chinese (CSL-track students) are eligible for Advanced Chinese Certification to be included in their transcript, if they complete the necessary requirements. For details, see the Language Courses section in Part 3: The Curriculum.

### **Writing Course (2 Credits)**

Please see details in Part 3: The Curriculum.

### **Signature Work Capstone Courses (8 credits)**

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

#### **Option 1 (4+4 credits)**

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
CAPSTONE 495	Signature Work Capstone I	4
CAPSTONE 496	Signature Work Capstone II	4

#### **Option 2 (2+2+4 credits)**

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
CAPSTONE 495	Signature Work Capstone I	2
CAPSTONE 495	Signature Work Capstone I	2
CAPSTONE 496	Signature Work Capstone II	4

### **Mini-Term Course (0 Credits)**

1 Non-credit Mini-Term Course: Mini-term courses are intensive, non-credit, non-graded, one-week short courses. There are two types of mini-term courses: Exploratory and Signature Work. Please see details in Part 3: The Curriculum.

Satisfactory completion of non-credit DKU 101 course. Please see details in Part 3: The Curriculum.

### **DKU 101(0 Credits)**

**Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation**

Students may select any major published and made available to them in the Academic Bulletin of the year in which they matriculated. Students may not generally select majors made available only in years subsequent to the year in which they matriculated.

When major requirements are altered, students who prefer to meet the updated requirements of a major for which they are eligible may do so but must contact the Office of Undergraduate Advising (See section on Major Requirements in Part 3). Students may not elect to meet major requirements as listed in Academic Bulletins published prior to their year of matriculation.

## **Majors (listed in alphabetical order)**

### **Applied Mathematics and Computational Sciences with tracks in Computer Science and Mathematics** (Contact Major Convener)

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

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

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

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

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## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### **Applied Mathematics and Computational Sciences/Computer Science**

#### Divisional Foundation Courses

Course Code	Course Name	Course Credit
<b>Choose one of the following two Math courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
<b>And choose two of the following courses (PHYS 121 and INTGSCI 205 are strongly recommended)</b>		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4
INTGSCI 205	Scientific Methods and Communication	4

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
<b>Choose one course from the following two courses</b>		
COMPSCI 101	Introduction to Computer Science	4
STATS 102	Introduction to Data Science	4
<b>And complete the following courses</b>		
MATH 201	Multivariable Calculus	4
MATH 202	Linear Algebra	4
MATH 206	Probability and Statistics	4
MATH 302	Numerical Analysis	4

#### Disciplinary Courses

Course Code	Course Name	Course Credit
COMPSCI 201	Introduction to Programming and Data Structures	4

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COMPSCI 203	Discrete Math for Computer Science	4
COMPSCI 205	Computer Organization and Programming	4
COMPSCI 308	Design and Analysis of Algorithms	4
<b>And choose one of the following three courses</b>		
COMPSCI 306	Introduction to Operating Systems	4
COMPSCI 310	Introduction to Databases	4
COMPSCI 311	Computer Network Architecture	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Systems and Architecture</b>		
COMPSCI 303	Search Engines	4
COMPSCI 401	Cloud Computing	4
COMPSCI 404	Computer Architecture and Hardware Design	4
COMPSCI 405	Embedded Systems	4
<b>Programming and Software Engineering</b>		
COMPSCI 208 /MEDIART 206	Computer Graphics	4
COMPSCI 307	Software Design and Implementation	4
COMPSCI 320	Software Reliability	4
COMPSCI 403	Programming Languages and Compilers	4
COMPSCI 406	Logic and Formal Methods	4
<b>Machine Learning and AI</b>		
COMPSCI 204	Introduction to Artificial Intelligence	4
STATS 302/COMPSCI	Principles of Machine Learning	4

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MATH 405	Mathematics of Data Analysis and Machine Learning	4

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***Applied Mathematics and Computational Sciences/Mathematics***

Divisional Foundation Courses

Course Code	Course Name	Course Credit
<b>Choose one of the following two Math courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
<b>And choose two of the following courses (PHYS 121 and INTGSCI 205 are strongly recommended)</b>		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4
INTGSCI 205	Scientific Methods and Communication	4

Interdisciplinary Courses

Course Code	Course Name	Course Credit
<b>Choose one of the following three courses</b>		
COMPSCI 101	Introduction to Computer Science	4
STATS 102	Introduction to Data Science	4
COMPSCI 201	Introduction to Programming and Data Structures	4
<b>And complete the following courses</b>		
MATH 201	Multivariable Calculus	4
MATH 202	Linear Algebra	4
MATH 206	Probability and Statistics	4
MATH 302	Numerical Analysis	4

Disciplinary Courses

Course Code	Course Name	Course Credit
MATH 203	Advanced Calculus	4
MATH 303	ODE and Dynamical Systems	4
MATH 307	Complex Analysis	4

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MATH 308	Real Analysis	4
<b>And choose one course from the following two courses</b>		
MATH 401	Abstract Algebra	4
MATH 409	Topology	4
<b>And choose one course from the following three courses</b>		
MATH 403	Partial Differential Equations	4
MATH 405	Mathematics of Data Analysis and Machine Learning	4
MATH 406	Mathematical Modeling	4

Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Probability &amp; Statistics</b>		
MATH 301	Advanced Introduction to Probability	4
STATS 301	Statistics	4
<b>Theoretical Mathematics</b>		
MATH 306	Number Theory	4
MATH 408	Differential Geometry	4
MATH 412	Functional Analysis	4
MATH 450	Measure and Integration	4
<b>Applied Mathematics</b>		
MATH 317 / ECON 317	Quantitative Finance	4
MATH 404	Stochastic Modeling & Computing	4
MATH 407 / PHYS 407	General Relativity	4
MATH 411/	Stochastic Process for Finance	4

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ECON 411		
MATH 413/ COMPSCI 413	Scientific Computing	4
MATH 414	Optimization and Control	4

## **Arts & Media Major with tracks in Arts and Media<sup>15</sup> (Contact Major Convener)**

In our increasingly interconnected world, emerging media and artistic expressions interweave, shaping not only our communities but also the industries of the future. The Arts & Media major fosters practical and analytical abilities in students, equipping them to navigate and innovate within these evolving landscapes. Our major has a dual structure, enabling students to concentrate on either Arts, as reflective and creative intervention, or Media, as the processes and industry of communication. A shared core of interdisciplinary classes fosters an exchange of ideas and analytical perspectives between these tracks.

With a firm foundation in theoretical and historical principles, students proceed to specialize in one of three practical thematic concentration areas of inquiry: 1) Film & Documentary, 2) Studio & Performance, or 3) Digital Culture & Communication. These concentrations afford students the opportunity to hone their practical skills within a specific domain, while maintaining a broad comprehension of their chosen track, be it Arts or Media. Whether their career aspirations lie in film and documentary, studio and performance arts, or digital culture and communication, graduates from this major will be well-prepared to pursue further study and assume leading roles within contemporary arts and media.

### **Film & Documentary**

The Film & Documentary concentration offers a foundation in visual storytelling and documentary filmmaking, with a focus on both video and audio-based practices as well as scriptwriting. Students will gain comprehensive knowledge of various aspects of the film industry, including directing, cinematography, editing, screenwriting, and production. Graduates will be well-prepared for further studies in film school, having developed an initial portfolio in their chosen field.

### **Studio & Performance**

The Studio & Performance concentration provides students with a platform to explore diverse forms of artistic expression and cultivate their creative potential. Encouraging a free-spirited and innovative mindset, this track fosters experimentation and pushes the boundaries of conventional artistic practices. Students are empowered to express themselves through multi-sensorial mediums, allowing them to transcend traditional artistic conventions and explore new avenues of creativity.

### **Digital Culture & Communication**

The Digital Culture & Communication concentration combines insights from critical media studies, visual culture, and digital art history to deliver an immersive exploration of digital practices. Students delve into the role of digital media in society and creatively engage with diverse media formats. Hands-on experiences foster a deep understanding of media production

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<sup>15</sup> Students in the class of 2026 and in previous classes could major in similar major, entitled Media and Arts, with tracks in Creative Practice and History. Please consult the Bulletin from the relevant year for the requirements of those majors. This major—Arts and Media—is offered for the students in class of 2027 and beyond, and not all students from previous graduating classes will be able to satisfy the requirements of the Arts and Media major. Consult the Major Convener or your advisor for more information.

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and consumption, along with their socio-cultural implications. Graduates emerge equipped to innovate and pioneer transformative strategies within the media and creative industries.

## Major Requirements

*(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)*

### **Arts and Media/Arts**

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
MEDIART 101 <sup>16</sup>	Introduction to Arts and Media	4
MEDIART 209	Introduction to Visual Culture	4
MEDIART 210 <sup>17</sup>	Arts and Media Practicum	4
MEDIART 490	Senior Seminar: Advanced Topics	4
Choose 4 Creative Practice Elective courses from within the same concentration, two at the 100-200 level and two at the 300-400 level.		

#### Disciplinary Courses

Course Code	Course Name	Course Credit
HIST 207/ARTS 207 <sup>18</sup>	History of Art and Science	4
HIST 210/ARTS 210	Global Art History	4

<sup>16</sup> This course was named MEDIART 101 Introduction to Media Studies and the Arts prior to fall term 2023.

<sup>17</sup> This course was named MEDIART 210 Media and Arts Practicum prior to fall term 2023.

<sup>18</sup> This course was named HIST 207 History of Media Art prior to fall term 2023.

And choose two 4-credit courses from the list below		
ARTS 106/HIST 106	European Art History 1	4
ARTS 201 <sup>19</sup>	Introduction to Film Studies	4
ARTS 202 <sup>20</sup>	Contemporary Documentary Film	4
GCHINA 203/ARTS 203	Visual China: Modern Chinese History and Culture through Film	4
HIST 217/ ARTS 217 <sup>21</sup>	Arts of China	4
HIST 218/ ARTS 218 <sup>22</sup>	Women in East Asian Art	4
LIT 208/ARTS 208	From Cool Japan to the Korean Wave: Popular Culture from East Asia	4
MEDIART 211	Media, Arts, and Critical Theory	4
MEDIART 224	Animation: From Anima to Anime	4
PHYS 105 /ARTS 105 <sup>23</sup>	The Science of Traditional Asian Music	4

#### Creative Practice Thematic Concentrations

In addition to serving as Creative Practice Concentrations, the courses listed in the tables below are **recommended electives** for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

<sup>19</sup> This course was named and numbered MEDIART 105 Introduction to Film Studies prior to fall term 2023.

<sup>20</sup> This course was named and numbered MEDIART 302 Contemporary Documentary Film prior to fall term 2023.

<sup>21</sup> This course was named and numbered HIST217/MEDIART 217 Ancient and Imperial Chinese Art prior to fall term 2023.

<sup>22</sup> This course was named HIST 218 Premodern East Asian Female Art prior to fall term 2023.

<sup>23</sup> This course was named PHYS 105 the Science of Asian sound prior to fall term 2023 .

## Film &amp; Documentary

Course Code	Course Name	Credit
<b>Choose two of the following 100-200 level courses</b>		
MEDIART 103	Introduction to Moving Image Practice	4
MEDIART 110 <sup>24</sup>	Audio Documentary and the Podcast	4
MEDIART 207 <sup>25</sup>	Elements of Story: Introduction to Narrative Structure	4
MEDIART 212	Editing for the Video Essay	4
MEDIART 220	Visual Anthropology	4
MEDIART 223	Shot by Shot: Concept and Frame Composition	4
<b>Choose two of the following 300-400 level courses</b>		
MEDIART 301	Experimental Filmmaking	4
MEDIART 305 <sup>26</sup>	Advanced Documentary Practice	4
MEDIART 310	Screenwriting	4
MEDIART 311	Cinematography	4
MEDIART 323 <sup>27</sup>	Sound Design and Music for Film	4
MEDIART 498	Special Topics in Film & Documentary	4

## Studio &amp; Performance

Course Code	Course Name	Credit
<b>Choose two of the following 100-200 level courses</b>		
LIT 216	Introduction to Creative Writing and Translation	4
MEDIART 104	Introduction to Photography	4
MEDIART 117	Studio Drawing and Animation	4
MEDIART 118	Introduction to Dance and Choreography	4

<sup>24</sup> This course was named MEDIART 110 Audio Documentary and Storytelling prior to fall term 2023.<sup>25</sup> This course was named MEDIART 207 Creative Writing and the Elements of Story prior to fall term 2023.<sup>26</sup> This course was named MEDIART 305 Producing Docu-fiction prior to fall term 2023.<sup>27</sup> This course was named MEDIART 218 Music and Cinema prior to fall term 2023.

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MEDIART 120 <sup>28</sup>	Introduction to Theatre and Performance Studies	4
MEDIART 198	Special Topics in Creative Practice	4
MEDIART 221	Introduction to Composition	4
MEDIART 222	Electronic Sound: Sampling and Synthesis	4
MEDIART 225 <sup>29</sup>	Fundamentals of Tonal Music Theory	4
<b>Choose two of the following 300-400 level courses</b>		
LIT 311	Poetry in Conversation	4
MEDIART 301	Experimental Filmmaking	4
MEDIART 322	Installation Art	4
MEDIART 323 <sup>30</sup>	Sound Design and Music for Film	4
MEDIART 324 <sup>31</sup>	The Photographic Essay	4
HUM 405 /MEDIART 405	The Curatorial: Theory and Practice	4

Digital Culture & Communication

Course Code	Course Name	Credit
<b>Choose two of the following 100-200 level courses</b>		
INFOSCI 105	Experimental Interface Design	4
INFOSCI 202	3D Modelling and Animation	4
MEDIART 110 <sup>32</sup>	Audio Documentary and the Podcast	4
MEDIART 202 <sup>33</sup>	Creativity and Entrepreneurship	4
MEDIART 205	Digital Imaging and Graphic Design	4

<sup>28</sup> This course was numbered and named MEDIART 216 Performance, Embodiment, and Cultural Memory prior to fall term 2023.

<sup>29</sup> This course was numbered and named MEDIART 115 Introduction to Music Theory prior to fall term 2023.

<sup>30</sup> This course was named MEDIART 218 Music and Cinema prior to fall term 2023.

<sup>31</sup> This course was numbered MEDIART 204 The Photographic Essay prior to fall term 2023.

<sup>32</sup> This course was named MEDIART 110 Audio Documentary and Storytelling prior to fall term 2023.

<sup>33</sup> The course was named MEDIART 202 Ideas, Imagination, and Creativity prior to fall term 2023.

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MEDIART 207 <sup>34</sup>	Elements of Story: Introduction to Narrative Structure	4
MEDIART 212	Editing for the Video Essay	4
MEDIART 213 <sup>35</sup>	Web-Based Multimedia Design	4
<b>Choose two of the following 300-400 level courses</b>		
LIT 307	Digital Storytelling	4
INFOSCI 305	Virtual Museums and Digital Cultural Heritage	4
INFOSCI 309	Speculative and Critical Design	4
MEDIART 312	Graphic Design in Motion	4
MEDIART 321	Practices in Digital Humanities	4
MEDIART 401	Campaigns, Marketing, and Persuasion	4

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<sup>34</sup> This course was named MEDIART 207 Creative Writing and the Elements of Story prior to fall term 2023.

<sup>35</sup> This course was named MEDIART 213 Foundations of Web-Based Multimedia Communications prior to fall term 2023.

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### *Arts and Media/Media*

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
MEDIART 101 <sup>36</sup>	Introduction to Arts and Media	4
MEDIART 209	Introduction to Visual Culture	4
MEDIART 210 <sup>37</sup>	Arts and Media Practicum	4
MEDIART 490	Senior Seminar: Advanced Topics	4

Choose 4 Creative Practice Elective courses from within the same concentration, two at the 100-200 level and two at the 300-400 level.

#### Disciplinary Courses

Course Code	Course Name	Course Credit
CULANTH 201/MEDIA 201	New Media and Society	4
MEDIART 211	Media, Arts, and Critical Theory	4

#### **And choose two of the following courses**

CULANTH 202/MEDIA 202/GCULS 201	Culture and Industry	4
CULANTH 207/MEDIA 207	Cultures of New Media	4
GLHLTH 202	Media and Health Communication	4

<sup>36</sup> This course was named MEDIART 101 Introduction to Media Studies and the Arts prior to fall term 2023.

<sup>37</sup> The course was named MEDIART 210 Media and Arts Practicum Prior to fall term 2023.

LIT 204/MEDIA 204	Online Novels and the Chinese Public Sphere	4
INFOSCI 104/MEDIA 104	Digital Design	4
INFOSCI 201	Interaction and Physical Computing	4
MEDIA 203 <sup>38</sup>	Global Media and Communication	4
MEDIART 208 <sup>39</sup>	Chinese Mass Media	4
MEDIART 224	Animation: From Anima to Anime	4

#### Creative Practice Thematic Concentrations

In addition to serving as Creative Practice Concentrations, the courses listed in the tables below are **recommended electives** for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

#### Film & Documentary

Course Code	Course Name	Credit
<b>Choose two of the following 100-200 level courses</b>		
MEDIART 103	Introduction to Moving Image Practice	4
MEDIART 110 <sup>40</sup>	Audio Documentary and the Podcast	4
MEDIART 207 <sup>41</sup>	Elements of Story: Introduction to Narrative Structure	4
MEDIART 212	Editing for the Video Essay	4
MEDIART 220	Visual Anthropology	4
MEDIART 223	Shot by Shot: Concept and Frame Composition	4

<sup>38</sup> This course was named and numbered MEDIART 307 International Communication prior to fall 2023 term.

<sup>39</sup> This course was named MEDIART 208 Comparative Media Systems and Chinese Mass Media prior to fall term 2023.

<sup>40</sup>This course was named MEDIART 110 Audio Documentary and Storytelling prior to fall term 2023.

<sup>41</sup> This course was named MEDIART 207 Creative Writing and the Elements of Story prior to fall term 2023.

<b>Choose two of the following 300-400 level courses</b>		
MEDIART 301	Experimental Filmmaking	4
MEDIART 305 <sup>42</sup>	Advanced Documentary Practice	4
MEDIART 310	Screenwriting	4
MEDIART 311	Cinematography	4
MEDIART 323 <sup>43</sup>	Sound Design and Music for Film	4
MEDIART 498	Special Topics in Film & Documentary	4

**Studio & Performance**

<b>Course Code</b>	<b>Course Name</b>	<b>Credit</b>
<b>Choose two of the following 100-200 level courses</b>		
LIT 216	Introduction to Creative Writing and Translation	4
MEDIART 104	Introduction to Photography	4
MEDIART 117	Studio Drawing and Animation	4
MEDIART 118	Introduction to Dance and Choreography	4
MEDIART 120 <sup>44</sup>	Introduction to Theatre and Performance Studies	4
MEDIART 198	Special Topics in Creative Practice	4
MEDIART 221	Introduction to Composition	4
MEDIART 222	Electronic Sound: Sampling and Synthesis	4
MEDIART 225 <sup>45</sup>	Fundamentals of Tonal Music Theory	4
<b>Choose two of the following 300-400 level courses</b>		
LIT 311	Poetry in Conversation	4
MEDIART 301	Experimental Filmmaking	4
MEDIART 322	Installation Art	4

<sup>42</sup> This course was named MEDIART 305 Producing Docu-fiction prior to fall term 2023.

<sup>43</sup> This course was named MEDIART 218 Music and Cinema prior to fall term 2023.

<sup>44</sup> This course was numbered and named MEDIART 216 Performance, Embodiment, and Cultural Memory prior to fall term 2023.

<sup>45</sup> This course was numbered and named MEDIART 115 Introduction to Music Theory prior to fall term 2023.

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MEDIART 323 <sup>46</sup>	Sound Design and Music for Film	4
MEDIART 324 <sup>47</sup>	The Photographic Essay	4
HUM 405/ MEDIART 405	The Curatorial: Theory and Practice	4

Digital Culture & Communication

Course Code	Course Name	Credit
<b>Choose two of the following 100-200 level courses</b>		
INFOSCI 105	Experimental Interface Design	4
INFOSCI 202	3D Modelling and Animation	4
MEDIART 110 <sup>48</sup>	Audio Documentary and the Podcast	4
MEDIART 202 <sup>49</sup>	Creativity and Entrepreneurship	4
MEDIART 205	Digital Imaging and Graphic Design	4
MEDIART 207 <sup>50</sup>	Elements of Story: Introduction to Narrative Structure	4
MEDIART 212	Editing for the Video Essay	4
MEDIART 213 <sup>51</sup>	Web-Based Multimedia Design	4
<b>Choose two of the following 300-400 level courses</b>		
LIT 307	Digital Storytelling	4
INFOSCI 305	Virtual Museums and Digital Cultural Heritage	4
INFOSCI 309	Speculative and Critical Design	4
MEDIART 312	Graphic Design in Motion	4
MEDIART 321	Practices in Digital Humanities	4
MEDIART 401	Campaigns, Marketing, and Persuasion	4

<sup>46</sup> This course was named MEDIART 218 Music and Cinema prior to fall term 2023.

<sup>47</sup> This course was numbered MEDIART 204 The Photographic Essay prior to fall term 2023.

<sup>48</sup> This course was named MEDIART 110 Audio Documentary and Storytelling prior to fall term 2023.

<sup>49</sup> The course was named MEDIART 202 Ideas, Imagination, and Creativity prior to fall term 2023.

<sup>50</sup> This course was named MEDIART 207 Creative Writing and the Elements of Story prior to fall term 2023.

<sup>51</sup> This course was named MEDIART 213 Foundations of Web-Based Multimedia Communications prior to fall term 2023.

## **Behavioral Science with tracks in Economics, Neuroscience, and Psychology (Contact Major Convener)**

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

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

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

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

Through its interdisciplinary component, students will gain core skills that have broad relevance for modern societal challenges, while retaining a grounding in a traditional academic discipline like economics, psychology, or neuroscience. Moreover, it could be readily integrated with other social science disciplines (e.g., economics, political science, sociology) based on student demand.

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Because of its focus on how an individual interacts with their environment, it will attract interest from students who think globally or cross-culturally. For example, encouraging pro-environmental behaviors may require somewhat different policies in the US, China, or another country, depending on cultural and economic factors. Students exploring a behavioral science major at DKU will not only receive a broad-based liberal arts education, but also gain highly marketable skills in experimental design, data analysis, and implementing research into policy.

## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026.)

### ***Behavioral Science / Economics***

**Available only to the Class of 2028 and beyond.**

#### Divisional Foundation Courses

Course Code	Course Name	Course Credit
BIOL 110	Integrated Science - Biology	4
SOSC 101	Foundational Questions in Social Science	4
STATS 101*	Introduction to Applied Statistical Methods	4
<b>And choose one of the following two courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4

\* Students who are more interested in computational modeling can choose MATH 206 as a substitute for STATS 101.

#### Interdisciplinary Courses

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

#### Disciplinary Courses

Course Code	Course Name	Course Credit
ECON 101	Economics Principles	4
ECON 201	Intermediate Microeconomics I	4
ECON 202	Intermediate Microeconomics II	4

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SOSC 205 <sup>52</sup>	Linear Regression: Introduction to Econometrics	4
ECON 204	Intermediate Macroeconomics	4
<b>And choose one of the following courses</b>		
SOSC 302 <sup>53</sup>	Research Designs for Causal Inference	4
SOSC 320 <sup>54</sup>	Panel Data: Advanced Econometric Methods	4
<b>And choose one of the following courses</b>		
ECON 301	Health Economics	4
ECON 302/ ENVIR 302	Environmental Economics	4
ECON 303	Financial Institutions	4
ECON 304	Economic Growth	4
ECON 305	Mathematical Economics	4
ECON 307	History of Monetary and International Crises	4
ECON 309	Behavioral Finance	4
ECON 310	Urban Economics	4
ECON 314	International Trade	4
ECON 318	Game Theory	4
ECON 333	Social and Economic Networks	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course
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<sup>52</sup> This course was named ECON 203 Introduction to Econometrics prior to Fall 2025. Students are encouraged to complete SOSC 205 before submitting a Signature Work Project Proposal.

<sup>53</sup> This course was named POLSCI 301 Program Evaluation prior to Fall 2025.

<sup>54</sup> This course was names SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

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		Credit
<b>Applied Economics and Analysis</b>		
COMPSCI 206 /ECON 206	Computational Microeconomics	4
ECON 211	Intelligent Economics: An Explainable AI approach	4
ECON 212	Comparative Economic History	4
ECON 301	Health Economics	4
ECON 302/ENVIR 302	Environmental Economics & Policy	4
ECON 310	Urban Economics	4
<b>Statistical Training</b>		
STATS 102	Introduction to Data Science	4
STATS 302/COMPSCI 309	Principles of Machine Learning	4
STATS 304	Bayesian and Modern Statistics	4
STATS 401	Data Acquisition and Visualization	4
STATS 402	Interdisciplinary Data Analysis	4
<b>Finance</b>		
ECON 303	Financial Institutions	4
ECON 309	Behavioral Finance	4
ECON 317/MATH 317	Quantitative Finance	4
<b>Topical Interests</b>		
ECON 225/HIST 225	History of Economic Thought	4
<b>Mathematics Courses Recommended for Students Planning to Pursue Postgraduate Studies in Economics</b>		
MATH 201	Multivariate Calculus	4
MATH 202	Linear Algebra	4
MATH 206	Probability and Statistics	4
MATH 308	Real Analysis	4

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### ***Behavioral Science / Neuroscience***

#### Divisional Foundation Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
BIOL 110	Integrated Science - Biology	4
SOSC 101	Foundational Questions in Social Science	4
STATS 101*	Introduction to Applied Statistical Methods	4
<b>And choose one of the following two courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4

\* Students who are more interested in computational modeling can choose MATH 206 as a substitute for STATS 101.

#### Interdisciplinary Courses

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

#### Disciplinary Courses

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

#### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic

year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Applied Behavioral Science Electives</b>		
SOSC 204	Business Ethics	4
ECON 309	Behavioral Finance	4
ECON 333/ SOSC 333	Social and Economic Networks	4
PUBPOL 303	Policy Choice as Value Conflict	4
ETHLDR 303/ BEHAVSCI 303	Organizational Behavior	4
ETHLDR 301	Ethics of Nudging	4
<b>Psychology Electives</b>		
POLSCI 313 /PSYCH 313	Political Psychology	4
PSYCH 110	Mindfulness, Stress, and Health: Eastern and Western Perspectives	4
PSYCH 405	Conceptual Issues & Critical Debates in Psychology	4
BEHAVSCI 203	Comparative Analysis of Behavior	4
<b>Neuroscience Electives</b>		
NEUROSCI 202	Medical Neuroscience	4
<b>Methodology Electives</b>		
GLHLTH 301	Global Health Research Methods	4
PSYCH 304	Quantitative Research Methods and Statistics for Psychological Science	4
BEHAVSCI 204	Experimental Philosophy	4
INTGSCI 205	Scientific Methods and Communications	4

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### ***Behavioral Science / Psychology***

#### Divisional Foundation Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
BIOL 110	Integrated Science - Biology	4
SOSC 101	Foundational Questions in Social Science	4
STATS 101*	Introduction to Applied Statistical Methods	4
<b>And choose one of the following two courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
* Students who are more interested in computational modeling can complete MATH 206 as a substitute for STATS 101.		

#### Interdisciplinary Courses

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

#### Disciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
PSYCH 101	Introductory Psychology	4
BEHAVSCI 402	Judgement and Decision Making	4
<b>And choose three courses total from Course Clusters I and II, with at least one course from each cluster</b>		
<b>Course Cluster I</b>		
PSYCH 202	Cognitive Psychology	4
PSYCH 203	Developmental Psychology	4
PSYCH 204	Social Psychology	4

<b>Cours Cluster II</b>		
NEUROSCI 102	Biological Basis of Behavior	4
PSYCH 205	Abnormal Psychology	4
NEUROSCI 212	Cognitive Neuroscience	4

**Electives**

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
<b>Applied Behavioral Science Electives</b>		
SOSC 204	Business Ethics	4
ECON 309	Behavioral Finance	4
ECON 333/ SOSC 333	Social and Economic Networks	4
PUBPOL 303	Policy Choice as Value Conflict	4
ETHLDR 303/ BEHAVSCI 303	Organizational Behavior	4
ETHLDR 301	Ethics of Nudging	4
<b>Psychology Electives</b>		
POLSCI 313/ PSYCH 313	Political Psychology	4
PSYCH 110	Mindfulness, Stress, and Health: Eastern and Western Perspectives	4
PSYCH 405	Conceptual Issues & Critical Debates in Psychology	4
BEHAVSCI 203	Comparative Analysis of Behavior	4
POLSCI 317/ SOSC 317	Politics of Organization	4
<b>Neuroscience Electives</b>		
NEUROSCI 202	Medical Neuroscience	4

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<b>Methodology Electives</b>		
GLHLTH 301	Global Health Research Methods	4
PSYCH 304	Quantitative Research Methods and Statistics for Psychological Science	4
BEHAVSCI 204	Experimental Philosophy	4
INTGSCI 205	Scientific Methods and Communication	4

## **Computation and Design with tracks in Computer Science, Digital Media, and Social Policy (Contact Major Convener)**

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

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

The major offers three distinct disciplinary tracks:

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

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

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

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## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### **Computation and Design / Computer Science**

#### Divisional Foundation Courses

Course Code	Course Name	Course Credit
<b>Choose one of the courses below</b>		
MATH 206	Probability and Statistics	4
<b>And choose one of the following two courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
<b>And choose one of the following three courses</b>		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4

#### Interdisciplinary Courses

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

**Disciplinary Courses**

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

**Electives**

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
COMPSCI 204	Introduction to Artificial Intelligence	4
INTGSCI 205	Scientific Methods and Communications	4
INFOSCI 206	Urban Data Visualization and Communication Methods	2
COMPSCI 210	Everything Data	4
ECON 211	Intelligent Economics: An Explainable AI approach	2
COMPSCI 302	Computer Vision	4
INFOSCI 302	Urban Informatics and Sustainable Design	4
COMPSCI 303	Search Engines	4
COMPSCI 304	Speech Recognition	4
COMPSCI 307	Software Design and Implementation	4
STATS 302/COMPSCI	Principles of Machine Learning	4

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COMPSCI 320	Software Reliability	4
COMPSCI 401	Cloud Computing	4
STATS 401	Data Acquisition and Visualization	4
COMPSCI 402	Artificial Intelligence	4
STATS 402	Interdisciplinary Data Analysis	4
STATS 403	Deep Learning	4

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***Computation and Design / Digital Media***

Divisional Foundation Courses

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

Interdisciplinary Courses

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

Disciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
<b>Complete the following two courses</b>		
COMPSCI 208/ MEDIART 206	Computer Graphics	4

INFOSCI 301	Data Visualization and Information Aesthetics	4
<b>And choose three of the following seven domain courses</b>		
INFOSCI 201	Interaction & Physical Computing	4
INFOSCI 202	3D Modeling and Animation	4
INFOSCI 304	Game Engine Programming and Immersive Media	4
INFOSCI 309	Speculative and Critical Design	4
MEDIART 306	Foundations of Interactive Game Design	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
INFOSCI 105	Experimental Interface Design	4
COMPSCI 201	Introduction to Programming and Data Structures	4
STATS 201	Introduction to Machine Learning for Social Science	4
GCULS 201/ CULANTH 202/MEDIA 202	Culture and Industry	4
INFOSCI 206	Urban Data Visualization and Communication Methods	2
MEDIART 208 <sup>55</sup>	Chinese Mass Media	4
COMPSCI 210	Everything Data	4
MEDIART 211	Media, Arts, and Critical Theory	4
POLSCI 302	Public Opinion	4
INFOSCI 302	Urban Informatics and Sustainable Design	4
LIT 307	Digital Storytelling	4

<sup>55</sup> This course was named MEDIART 208 Comparative Media Systems and Chinese Mass Media prior to fall term 2023.

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MEDIA 203 <sup>56</sup>	Global Media and Communication	4
INFOSCI 308	Data and Visualization	4
SOSC 314	Computational Social Science	4
SOSC 315	Urban Sociology	4
MEDIART 213 <sup>57</sup>	Web-Based Multimedia Design	4

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<sup>56</sup> This course was named and numbered MEDIART 307 International Communication prior to the fall term 2023.

<sup>57</sup> This course was named MEDIART 213 Foundations of Web-Based Multimedia Communications prior to fall term 2023.

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***Computation and Design / Social Policy***

**Divisional Foundation Courses**

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

**Interdisciplinary Courses**

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

**Disciplinary Courses**

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
<b>Choose 2 Methods Courses from the list below</b>		
STATS 201	Introduction to Machine Learning for Social Science	4
COMPSCI 206/ ECON 206	Computational Microeconomics	4
INFOSCI 302	Urban Informatics and Sustainable Design	4

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SOSC 314	Computational Social Science	4
SOSC 320 <sup>58</sup>	Panel Data: Advanced Econometric Methods	4
<b>And choose 3 Concentration Courses from one of the 3 Concentrations listed below</b>		
<b>Urban Design Concentration Courses</b>		
PUBPOL 204	Governing Cities	4
ECON 310	Urban Economics	4
INFOSCI 305	Virtual Museums and Digital Culture Heritage	4
SOSC 315	Urban Sociology	4
SOSC 405	The Future of the City	4
<b>Environmental Sustainability Concentration Courses</b>		
ENVIR 101	Introduction to Environmental Science	4
ENVIR 201	Applied Environmental Science and Policy	4
ENVIR 203	Theory and Practice of Sustainability	4
EHTLDR 204	Environmental Ethics	4
ENVIR 206	Energy and the Environment	4
ENVIR 301	International Environmental Policy	4
ENVIR 302/ ECON 302	Environmental Economics & Policy	4
ENVIR 303	Climate Change and Society in China	4
<b>Global Networks Concentration Courses</b>		
CULANTH 213 <sup>59</sup>	Globalization, Sustainability, and Technology	4
POLSCI 101	International Politics	4
HIST 111	Ancient Roots to Global Routes	4
POLECON 201	International Political Economy	4
MEDIA 203	Global Media and Communications	4
HIST 212	Pandemics in World History from the Black Death to COVID-19	4
GLHLTH 310	Global Disease Control Programs	4

<sup>58</sup> This course was named SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

<sup>59</sup> This course was named and numbered CULMOVE 101 Cultures of Globalization prior to Fall 2025.

ECON 314	International Trade	4
ECON 333/SOSC 333	Social and Economic Networks	4
POLSCI 309	Networks in a Globalizing World	4

**Electives**

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Urban Design</b>		
GCULS 106	Our Cities and Ourselves	2
PUBPOL 106	Urbanizing China: Spatial and Social Dynamics in Chinese Cities	2
HIST 205	Shanghai: From Treaty Port to Global Metropolis	4
INFOSCI 206	Urban Data Visualization and Communication Methods	2
SOCIAL 206	Reshaping Global Urbanization	4
CULSOC 201	Social Inequalities	4
POLSCI 215	The Political History of Modern Architecture: From Revolution through Neoliberalism	4
GCULS 303	Chinatowns: A Cultural History	4
POLSCI 307	Political Economy of Institutions	4
INFOSCI 302	Urban Informatics and Sustainable Design	4
<b>Environmental Sustainability</b>		
INFOSCI 206	Urban Data Visualization and Communication Methods	2
INFOSCI 302	Urban Informatics and Sustainable Design	4
ECON 311	Economic Analysis of Current Energy Issues	4
ENVIR 401	Energy and Environment Design	4
ENVIR 404/ ECON 404	Environmental Justice: The Economics of Race, Place and Pollution	4

<b>Global Networks</b>		
HIST 123	All Around Us – Technology, Infrastructure, and History	2
CULANTH 314/POLSCI 314 <sup>60</sup>	Migration, the State, and Refugees	4
INFOSCI 206	Urban Data Visualization and Communication Methods	2
CULANTH 213 <sup>61</sup>	Globalization, Sustainability, and Technology	4
LIT 209	Critical Inter-Asia: Rethinking Local and Global Connections	4
CULANTH 209	Globalization and Alternative-Globalizations	4
HUM 302 <sup>62</sup>	Gender in Global Perspective	4
INFOSCI 302	Urban Informatics and Sustainable Design	4
MEDIA 203 <sup>63</sup>	Global Media and Communication	4
ECON 307	History of Monetary & International Crises	4
ECON 333/ SOSC 333	Social and Economic Networks	4
ECON 402	International Finance	4

<sup>60</sup> This course was named CULANTH/POLSCI 314 Refugees and the Biopolitics of Citizenship prior to Fall 2025.

<sup>61</sup> This course was named and numbered CULMOVE 101 Cultures of Globalization prior to Fall 2025.

<sup>62</sup> This course was named GCULS 302 Gender in Global Perspective prior to Fall 2025.

<sup>63</sup> This course was named and numbered MEDIART 307 International Communication prior to fall term 2023.

## Cultures and Societies with tracks in Cultural Anthropology and Sociology (Contact Major Convener)

### ***Available only to the Class of 2029 and beyond.***

Cultures and Societies is a social sciences major that critically examines diverse societies and cultures around the world. Understanding societies requires both a “top-down” and “bottom-up” approach, so students in this major will learn how, on one hand, the social structures and institutions in a society influence people's opportunities and life outcomes and how, on the other hand, individuals and local communities grapple with these constraints and try to enact change. Cultures and Societies focuses on roles that culture, inequality, and social change play in shaping the world we live in today, providing students with theoretical and conceptual tools to analyze pressing social issues related to topics such as globalization and migration, technology and new media, religion, the environment, gender, and community in societies around the globe.

Cultures and Societies has two tracks: cultural anthropology and sociology. **Cultural Anthropology** students will acquire a holistic and critical perspective on the study of meanings and norms in practice, as well as how they shape and are shaped by the material world such as the media, technology, and environment in both the present and past. **Sociology** students will develop their “sociological imagination,” which will allow them to understand how wider societal forces such as cultural norms and social institutions shape individuals' personal experiences through quantitative and qualitative research. Both tracks emphasize practice-based empirical research, and students from this major will be able to understand and interpret both quantitative and qualitative research as well as conduct original research using research methods appropriate to their track and research interests. What these methods have in common is a focus on people and their lived experiences, as well as the communities in which they are embedded.

This training will provide students with critical, analytical, and intercultural skills that can be applied to a range of jobs in the public and private sectors. Students will be well-prepared to succeed in jobs that require interactions with people and involve the study of human experience, including positions in government, NGOs, journalism and new media, consulting, human resources, and marketing. This major can also serve as a stepping stone for students interested in studying the social sciences in graduate school, not only in anthropology and sociology but also fields such as public policy, education, global health, East Asian Studies, cultural studies, and international and development studies.

## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### Cultures and Societies / Cultural Anthropology

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
CULSOC 101	Cultures and Societies	4
CULSOC 205/ RELIG 205	Religion and Power	4
CULSOC 201	Social Inequalities	4
CULSOC 301	Theories of Social Change	4
CULSOC 390	Junior Seminar	4
CULSOC 490	Senior Seminar	4

#### Cultural Anthropology Disciplinary Courses

Course Code	Course Name	Course Credit
CULANTH 101	Introduction to Cultural Anthropology	4
CULANTH 210 <sup>64</sup>	Ethnographic Field Methods	4
CULANTH 304	Rethinking Progress: Capitalism and Its Alternatives	4
CULANTH 398	Advanced Topics in Cultural Anthropology	4

#### And choose two of the following five courses, with one at or above the 300-level or above

CULANTH 211 <sup>65</sup>	Race, Gender, and Labor in the City	4
CULANTH 213 <sup>66</sup>	Globalization, Sustainability, and Technology	4
CULANTH 314/POLSCI 314 <sup>67</sup>	Migration, the State, and Refugees	4

<sup>64</sup> This course was numbered CULANTH 302 Ethnographic Field Methods prior to Fall 2025.

<sup>65</sup> This course was named CULANTH 211 Gender, Mobility, and Labor prior to Fall 2025.

<sup>66</sup> This course was named and numbered CULMOVE 101 Cultures of Globalization prior to Fall 2025.

<sup>67</sup> This course was named CULANTH/POLSCI 314 Refugees and the Biopolitics of Citizenship prior to Fall 2025.

CULANTH 405 <sup>68</sup>	Bodies, Medicine, and Healing	4
GCHINA 305	Family and Society in China	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
CULANTH 107	Food, Ethnicity, and Globalization	2
CULMOVE 115	Displacement and Identity	2
CULANTH 106	Home, House, Housing: Anthropological Exploration of Human Dwellings	2
RELIG 206	Shamanism, Animism, and Indigeneity	2
CULANTH 202/ MEDIA202	Culture and Industry	4
CULANTH 207/ MEDIA207	Cultures of New Media	4
CULANTH 206 <sup>69</sup>	China Stories: Local Cultures and Communities	4
SOCIOL 101	Introduction to Sociology	4
SOCIOL 202	Sociology of Culture	4
SOCIOL 305	Theory and Society	4
HUM 302 <sup>70</sup>	Gender in Global Perspective	4
HIST 228	Power, Technology, and the Environment	4
GCHINA 204	Politics of Art and the Art of Politics in China	4
HUM 405/ MEDIART 405	The Curatorial: Theory and Practice	4
CULANTH 298	Special Topics in Anthropology	4
ETHILDR 202	Ethics, Markets, and Politics	4
PPE 303 <sup>71</sup>	Conceptions of Democracy and Meritocracy	4
POLISCI 223	Power and Justice in the History of Political Thought	4
PHIL 309	Philosophy of the Social Sciences	4

<sup>68</sup> This course was named CULANTH 405 Medical Anthropology prior to Fall 2025.

<sup>69</sup> This course was named CULANTH 206 Ethnography of China: New Directions prior to Fall 2025.

<sup>70</sup> This course was named GCULS 302 Gender in Global Perspective prior to Fall 2025.

<sup>71</sup> This course was named ETHILDR 203 Conceptions of Democracy and Meritocracy prior to Fall 2025.

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POLECON 301	Development	4
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### *Cultures and Societies / Sociology*

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
CULSOC 101	Cultures and Societies	4
CULSOC 205/ RELIG 205	Religion and Power	4
CULSOC 201	Social Inequalities	4
CULSOC 301	Theories of Social Change	4
CULSOC 390	Junior Seminar	4
CULSOC 490	Senior Seminar	4

#### Sociology Disciplinary Courses

Course Code	Course Name	Course Credit
SOCIAL 101	Introduction to Sociology	4
STATS 101	Introduction to Applied Statistical Methods	4
SOCIAL 305	Theory and Society	4

#### **And choose one of these three courses**

SOSC 205 <sup>72</sup>	Linear Regressions: Introduction to Econometrics	4
SOSC 206	Qualitative Research Methods	4
SOSC 314	Computational Social Science	4

#### **And choose two of these six courses, with at least one at the 200-level and one at the 300-level**

SOCIAL 202	Sociology of Culture	4
SOCIAL 213	Family, Work, and Inequality	4
SOCIAL 223 / PUBPOL 223 <sup>73</sup>	Comparative Educational Systems	4

<sup>72</sup> This course was named ECON 203 Introduction to Econometrics prior to Fall 2025.

<sup>73</sup> This course was named and numbered SOCIAL/PUBPOL/SOSC 309 Education, Policy, and Society prior to Fall 2025.

SOCIOL 310	Gender and Society	4
SOSC 315	Urban Sociology	4
SOCIOL 380	History of Environmental Social Movements	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
SOCIOL 298	Special Topics in Sociology	4
<b>Social Inequalities</b>		
CULANTH 211 <sup>74</sup>	Race, Gender, and Labor in the City	4
CULANTH 213 <sup>75</sup>	Globalization, Sustainability, and Technology	4
CULANTH 314/POLSCI 314 <sup>76</sup>	Migration, the State, and Refugees	4
ECON333/SOSC333	Social and Economic Networks	4
GLHLTH 205	Social Determinants of Health	4
HIST 110	Historical Perspectives on Contemporary Global Issues	4
PUBPOL 204	Governing Cities	4
<b>Institutions</b>		
CULANTH 304	Rethinking Progress: Capitalism and Its Alternatives	4
GCHINA 305	Family and Society in China	4
POLSCI 308	Global Governance	4
GLHLTH 303	Global Comparative Health Systems	4
GLHLTH 304	Global Health Governance and Policy	4
MEDIA 203	Global Media and Communication	4
MEDIART 208	Chinese Mass Media	4
POLSCI 104	Comparative Politics and Institutions	4
SOSC 317/POLSCI 317	Politics of Organization	4

<sup>74</sup> This course was named CULANTH 211 Gender, Mobility, and Labor prior to Fall 2025.

<sup>75</sup> This course was named and numbered CULMOVE 101 Cultures of Globalization prior to Fall 2025.

<sup>76</sup> This course was named CULANTH/POLSCI 314 Refugees and the Biopolitics of Citizenship prior to Fall 2025.

<b>Culture and Society</b>		
CULANTH 314/ME DIA202	Culture and Industry	4
CULANTH 207/ME DIA207	Cultures of New Media	4
GCHINA 205	Ideas Across Borders: China's Intellectual Engagement with the World	4
GCHINA 204	Politics of Art and the Art of Politics in China	4
GCHINA 203/ARTS 203	Visual China: Modern Chinese History and Culture Through Film	4
HIST210/ARTS210	Global Art History	4
RELIG 201	Comparing Religions	4
RELIG 301	Religion and the Environment	4
RELIG 302	Chinese Religious and Philosophical Thought on the Environment	4
HUM 202 <sup>77</sup>	Empires and Cultures	4
HUM 302 <sup>78</sup>	Gender in Global Perspective	4
<b>Methods</b>		
CULANTH 210 <sup>79</sup>	Ethnographic Field Methods	4
PHIL 309	Philosophy of the Social Sciences	4
SOSC 302 <sup>80</sup>	Research Designs for Causal Inference	4
SOSC 320 <sup>81</sup>	Panel Data: Advanced Econometric Methods	4

<sup>77</sup> This course was named GCULS 202 Empires and Culture prior to Fall 2025.

<sup>78</sup> This course was named GCULS 302 Gender in Global Perspective prior to Fall 2025.

<sup>79</sup> This course was numbered CULANTH 302 Ethnographic Field Methods prior to Fall 2025.

<sup>80</sup> This course was named POLSCI 301 Program Evaluation prior to Fall 2025.

<sup>81</sup> This course was names SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

**Data Science** (Contact Major Convener)

The field of Data Science deals with the theories, methodologies and tools of applying statistical concepts and computational techniques to various data analysis problems related to science, engineering, medicine, business, etc. The objective is to inspect, clean, transform and model data in order to discover useful information, suggest conclusions and support decision-making. It is an emerging topic that plays a critical role in almost every discipline of today's science and technology and has become an indispensable component of any business, industry, enterprise, etc. Data science is a highly interdisciplinary field. Data Science methodologies are mostly derived from statistics theories. The computational algorithms for implementing these statistical methodologies are based upon numerical computation and optimization, and are often executed on a large-scale hardware platform composed of massive computing units and storage devices. These kinds of data analyses can be applied to a wide range of specific problems across the natural and social sciences and serve as the foundation for artificial intelligence. Data Science can be extensively applied to economics, biology, health care, quantitative social science including global health and environmental science, and humanities (e.g., digital media). Numerous new applications are being discovered, and established techniques are being applied in new ways to solve emerging problems. Meanwhile, a variety of career opportunities are open to students with appropriate training in interdisciplinary data science.

## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### Data Science

#### Divisional Foundation Courses

Course Code	Course Name	Course Credit
<b>Choose one of the following two calculus courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4
<b>And choose two of the following courses (PHYS 121 is strongly recommended)</b>		
BIOL 110	Integrated Science – Biology	4
CHEM 110	Integrated Science – Chemistry	4
PHYS 121	Integrated Science – Physics	4
INTGSCI 205	Scientific Methods and Communications	4

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
COMPSCI 201	Introduction to Programming and Data Structures	4
STATS 302/COMPSCI 309	Principles of Machine Learning	4
STATS 303	Statistical Machine Learning	4
STATS 401	Data Acquisition and Visualization	4
STATS 402	Interdisciplinary Data Analysis	4

#### Disciplinary Courses

Course Code	Course Name	Course Credit
MATH 201	Multivariable Calculus	4
MATH 202	Linear Algebra	4
MATH 206	Probability and Statistics	4

STATS 211	Introduction to Stochastic Processes	4
COMPSCI 301	Algorithms and Databases	4
MATH 304	Numerical Analysis and Optimization	4
MATH 305	Advanced Linear Algebra	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

<b>Programming and Software Engineering</b>		
COMPSCI 101	Introduction to Computer Science	4
COMPSCI 203	Discrete Math for Computer Science	4
COMPSCI 205	Computer Organization and Programming	4
COMPSCI 303	Search Engines	4
COMPSCI 306	Introduction to Operating Systems	4
COMPSCI 308	Design and Analysis of Algorithms	4
COMPSCI 310	Introduction to Databases	4
COMPSCI 311	Computer Network Architecture	4
COMPSCI 320	Software Reliability	4
COMPSCI 401	Cloud Computing	4
<b>Machine Learning and AI</b>		
STATS 102	Introduction to Data Science	4
STATS 304	Bayesian and Modern Statistics	4
COMPSCI 402	Artificial Intelligence	4
STATS 403	Deep Learning	4
STATS 404	Probabilistic Graphical Models	4
<b>Signal Processing</b>		
COMPSCI 207	Image Data Science	4
COMPSCI 302	Computer Vision	4

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COMPSCI 304	Speech Recognition	4
<b>Interdisciplinary Data Analytics</b>		
ECON 211	Intelligent Economics: An Explainable AI approach	4
SOSC 320 <sup>82</sup>	Panel Data: Advanced Econometric Methods	4

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<sup>82</sup> This course was names SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

## **Environmental Science with tracks in Biogeochemistry, Biology, Chemistry, and Public Policy (Contact Major Convener)**

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

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

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

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

The Public Policy track is designed for students interested in the social, economic, and political aspects of environmental sciences. In addition to identifying problems and solutions, students learn about the making, implementation, and impact of government policies. The track balances natural sciences and public policy aspects to prepare students for environmental careers in research, industry, consultancy, public affairs, and non-profit organizations.

The Environmental Science major includes both coursework and experiential learning about the underlying science, and the social, political, legal and economic factors that both encourage and hinder environmental cooperation and competition around the world. All students pursuing this major must complete a set of required Divisional Foundational courses that provide the required background and fundamentals in the discipline essential to advanced work in the major. The major includes a set of five required interdisciplinary courses (three set courses plus two to

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choose from a list of four courses) which provide a well-rounded, in-depth examination of environmental science and policy issues. In addition to the foundational interdisciplinary and disciplinary requirements, students also have the choice of a number of elective courses that provide flexibility to add depth in their specific field of study, and/or explore other subject matters as they see fit.

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## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### ***Environmental Science / Biogeochemistry***

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
ENVIR 101	Introduction to Environmental Sciences	4
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
ENVIR 201	Applied Environmental Science and Policy	4
<b>And choose one of the following two courses</b>		
ENVIR 304	Environmental Chemistry and Toxicology	4
ENVIR 202	Biodiversity and Conservation	4
<b>And choose one of the following two courses</b>		
ENVIR 302/ECON 302	Environmental Economics & Policy	4
ENVIR 301	International Environmental Policy	4

#### Disciplinary Courses

Course Code	Course Name	Course Credit
BIOL 208	General Ecology	4

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BIOL 311/ ENVIR 311	Biogeochemistry	4
<b>And choose one of the following two courses</b>		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 206	Probability and Statistics	4
<b>And choose one of the following two courses</b>		
BIOL 312	Ecophysiology	4
ENVIR 315/ CHEM 315	Aqueous Geochemistry	4
<b>And choose one of the following three courses</b>		
BIOL 313/ ENVIR 313	Ecosystem Service	4
BIOL 319	Global Change Biology	4
BIOL 405	Microbial Ecology	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Ecosystem Science and Conservation</b>		
BIOL 318	Food Web Ecology	4
BIOL 405	Microbial Ecology	4
ENVIR 202	Biodiversity and Conservation	4
BIOL 312	Ecophysiology	4
<b>Water Resources</b>		
ENVIR 310	Elements of Physical Hydrology	4
ENVIR 306	Water Pollution	4
ENVIR 315/	Aqueous Geochemistry	4

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CHEM 315		
<b>Earth and Climate Sciences</b>		
BIOL 319	Global Change Biology	4
ENVIR 310	Elements of Physical Hydrology	4
ENVIR 303	Climate Change and Society in China	4
PUBPOL 308	Managing the Oceans to Solve Global Problems	4
<b>Methods</b>		
SOSC 204	Business Ethics	4
INFOSCI 302	Urban Informatics and Sustainable Design	4
BIOL 314	Computational Biology and Bioinformatics	4
INTGSCI 205	Scientific Methods and Communications	4

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### ***Environmental Science / Biology***

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
ENVIR 101	Introduction to Environmental Sciences	4
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
ENVIR 201	Applied Environmental Science and Policy	4
<b>And choose one of the following two courses</b>		
ENVIR 304	Environmental Chemistry and Toxicology	4
ENVIR 202	Biodiversity and Conservation	4
<b>And choose one of the following two courses</b>		
ENVIR 302/ECON 302	Environmental Economics & Policy	4
ENVIR 301	International Environmental Policy	4

#### Disciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
BIOL 201	Cell and Molecular Biology	4
CHEM 201	Organic Chemistry I	4
BIOL 208	General Ecology	4
BIOL 212	Microbiology	4

BIOL 202	Genetics and Evolution	4
BIOL 305	Biochemistry	4
<b>And choose one of the following two courses</b>		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 206	Probability and Statistics	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
BIOL 203 /GCULS 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
SOSC 204	Business Ethics	4
GLHLTH 301	Global Health Research Methods	4
INFOSCI 302	Urban Informatics and Sustainable Design	4
GLHLTH 306	Evolution of health and disease	4
ENVIR 306	Water Pollution	4
BIOL 308	Evolution of Infectious Diseases	4
BIOL 310	Developmental Biology: Development, Stem Cells, and Regeneration	4
BIOL 314	Computational Biology and Bioinformatics	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
ENVIR 404/ ECON 404	Environmental Justice: The Economics of Race, Place and Pollution	4
BIOL 409/ GLHLTH 409	Fundamental Immunology	4
BIOL 410 / GLHLTH 410	Principles of Nutrition and Disease	4
BIOL 411/	Vaccine Development for Emerging Infectious Diseases	4

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GLHLTH 411		
INTGSCI 205	Scientific Methods and Communications	4

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### ***Environmental Science / Chemistry***

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
ENVIR 101	Introduction to Environmental Sciences	4
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
ENVIR 201	Applied Environmental Science and Policy	4
<b>choose one of the following two courses</b>		
ENVIR 304	Environmental Chemistry and Toxicology	4
ENVIR 202	Biodiversity and Conservation	4
<b>choose one of the following two courses</b>		
ENVIR 302/ ECON 302	Environmental Economics & Policy	4
ENVIR 301	International Environmental Policy	4

#### Disciplinary Courses

Course Code	Course Name	Course Credit
PHYS 122	General Physics II	4
CHEM 150	General Chemistry II	4
MATH 201	Multivariable Calculus	4
CHEM 201	Organic Chemistry I	4

CHEM 202	Organic Chemistry II	4
CHEM 301	Elements of Physical Chemistry	4
CHEM 401	Analytical Chemistry	4
CHEM 402	Inorganic Chemistry	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Chemical Transformation</b>		
ENVIR 306	Water Pollution	4
ENVIR 311 / BIOL 311	Biogeochemistry	4
ENVIR 402	Chemical Transformation of Environmental Contaminants	4
ENVIR 315 / CHEM 315	Aqueous Geochemistry	4
<b>Societal Implications</b>		
ENVIR 203	The Theory and Practice of Sustainability	4
SOSC 204	Business Ethics	4
ENVIR 303	Climate Change and Society in China	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
ENVIR 313 / BIOL 313	Ecosystem Service	4
ENVIR 404 / ECON 404	Environmental Justice: The Economics of Race, Place and Pollution	4
<b>Physical Implications</b>		
CHEM 403	Advanced Topics in Physical Chemistry	4
<b>Methods</b>		

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INTGSCI 205	Scientific Methods and Communications	4
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### ***Environmental Science / Public Policy***

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
ENVIR 101	Introduction to Environmental Sciences	4
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
ENVIR 201	Applied Environmental Science and Policy	4
<b>choose one of the following two courses</b>		
ENVIR 304	Environmental Chemistry and Toxicology	4
ENVIR 202	Biodiversity and Conservation	4
<b>choose one of the following two courses</b>		
ENVIR 302/ ECON 302	Environmental Economics & Policy	4
ENVIR 301	International Environmental Policy	4

#### Disciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
STATS 101	Introduction to Applied Statistical Methods	4
PUBPOL 101	Introduction to Policy Analysis	4
PUBPOL 301	Political Analysis for Public Policy	4

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PUBPOL 303	Policy Choice as Value Conflict	4
<b>And choose one course from the following two courses</b>		
ECON 201	Intermediate Microeconomics I	4
PUBPOL 205	Microeconomic Policy Tools	4

Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Energy and Climate</b>		
ENVIR 206	Energy and the Environment	4
PUBPOL 201	Climate Change Law and Policy	4
ENVIR 303	Climate Change and Society in China	4
ENVIR 403	Energy Economics and Policy	4
<b>Policy, Politics, and Society</b>		
GCULS 108	Science, Culture, and Politics	4
HIST 123	All Around Us – Technology, Infrastructure, and History	2
SOSC 204	Business Ethics	4
PUBPOL 209	The Politics of Environmental Crises	4
PUBPOL 220	Introduction to Regulatory Governance	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4
HIST 316/ PUBPOL 316	The Modern Regulatory State	4
ENVIR 404 / ECON 404	Environmental Justice: The Economics of Race, Place and Pollution	4
<b>Global Policy</b>		
PUBPOL 202	Global Disasters: Science and Policy	4

ENVIR 204	Global Environmental Issues and Policies	2
CULANTH 213 <sup>83</sup>	Globalization, Sustainability, and Technology	4
ENVIR 305	Environment and Development Economics in Developing Countries	4
POLSCI 317/ SOSC 317	Politics of Organization	4
<b>Marine Conservation</b>		
ENVIR 306	Water Pollution	4
PUBPOL 308	Managing the Oceans to Solve Global Problems	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4
<b>Methods and Skills</b>		
ENVIR 203	The Theory and Practice of Sustainability	4
WOC 206	Debating Scenarios for Sustainable Futures	4
INFOSCI 302	Urban Informatics and Sustainable Design	4
CULANTH 210 <sup>84</sup>	Ethnographic Field Methods	4
SOSC 320 <sup>85</sup>	Panel Data: Advanced Econometric Methods	4

<sup>83</sup> This course was named and numbered CULMOVE 101 Cultures of Globalization prior to Fall 2025.

<sup>84</sup> This course was numbered CULANTH 302 Ethnographic Field Methods prior to Fall 2025.

<sup>85</sup> This course was names SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

**Global China Studies (Contact Major Convener)**

**Available only to the Class of 2029 and beyond.**

China is at the forefront of global change, and this major prepares you to engage meaningfully with its future. Through rigorous training in cultural and intercultural competency, historical understanding, and analysis of contemporary society, you'll be equipped to lead in contexts where a deep knowledge of China is essential. Conversely, understanding how the world sees China is just as important a skill and a lens through which to reflect on its culture and history.

Drawing on the university's location in Jiangnan (the historically rich region south of the lower Yangtze, an interdisciplinary curriculum, and the wide-ranging expertise of its faculty, Global China Studies at DKU provides students with a clear, grounded approach to studying China from both within and outside. The program's structure enables our students to integrate fieldwork, language acquisition, and critical thinking in ways no other place can match.

While the major is intellectually located in the twenty-first century and content highly relevant to modern China, it also draws from elements of China's earlier periods that are crucial to understanding China today and to illuminating pressing twenty-first century challenges. This includes the formation of China's modern borders under the Qing Empire, China's role in pre-twentieth century global trade, the Qing Empire's responses to rebellion and reform, the long tradition of the centralizing state in China, and a history of economic revolutions and interventions in the environment dating back more than a thousand years.

Graduates of this major can pursue advanced degrees focusing across the humanities and social sciences. They will be especially well-prepared for graduate degrees related to China and work in a wide range of jobs where knowledge of China and Chinese is an advantage, including government work, the NGO world, as well as higher education and the private sector, particularly in global companies and educational joint ventures with operations in China.

## Major Requirements

*(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)*

### Global China Studies

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
GCHINA 108	Exploring China: Introduction to the Jiangnan Region	4
GCHINA 205	Ideas Across Borders: China's Intellectual Engagement with the World	4
GCHINA 305	Family and Society in China	4
GCHINA 390	Junior Seminar: Research Methods in Global China Studies	4
GCHINA 490	Senior Seminar: Turning Points in China	4

#### Disciplinary Courses

Course Code	Course Name	Course Credit
GCHINA 202	Modern Chinese Politics	4
GCHINA 304 <sup>86</sup>	US/China Relations	4
GCHINA 306	Traditions of Power: Historical Origins of Modern China	4

**For Chinese learners,<sup>87</sup> demonstrate proficiency in Chinese language by completing the following courses<sup>88</sup>**

CHINESE 402A	Advanced Chinese – Issues in Modern China 2 – A	2
CHINESE 402B	Advanced Chinese – Issues in Modern China 2 – B	2

**And choose one of the following courses**

HIST 201	History Methods and Research	4
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<sup>86</sup> This course was named POLSCI 221 US/China Relations prior to Fall 2025.

<sup>87</sup> Chinese learners intending to pursue Global China Studies can be accelerated through the Chinese Language sequence by placing out of certain classes and/or attending an approved summer immersion program. Consult the Major Convenor for Global China Studies or the Director of Chinese as a Second Language (CSL) for more details.

<sup>88</sup> Students who attended a Chinese-language high school are exempt from this requirement; if you are unsure, please contact the Major Convener for Global China Studies.

SOSC 102	Introduction to Research Methods	4
SOSC 206	Qualitative Research Methods	4
STATS 101	Introduction to Applied Statistical Methods	4
<b>And a minimum of three courses from at least two of the following categories, including one course at the 300-level or above. Students exempt from CHINESE 402B and 402B must complete four courses</b>		
<b>Chinese Arts and Letters</b>		
ARTS 217/HIST 217	Arts of China	4
GCHINA 203/ARTS 203	Visual China: Modern Chinese History and Culture through Film	4
LIT 223/CHINESE 423	Topics in Modern and Premodern Chinese Literature	4
MEDIART 208	Chinese Mass Media	4
<b>China's Global Engagements</b>		
POLSCI 303	International Politics of East Asia	4
POLSCI 398-2	Special Topics in Chinese International Relations	4
POLSCI 316	Sino-African Relations in History and Present	4
POLECON 302/GCHINA 301	China's Economic Transition	4
<b>Chinese History and Thought</b>		
PHIL 226/HIST 226 <sup>89</sup>	History of Chinese Philosophy	4
HIST 301	China and the Silk Roads World: 500-1500	4
RELIG 302	Chinese Religion and Philosophical Thought on the Environment	4
GCHINA 204	Politics of Art and the Art of Politics in China	4
<b>Suzhou and the Jiangnan Region</b>		
GCHINA 206	History of Suzhou	4
HIST 205	Shanghai: From Treaty Port to Metropolis	4
CULANTH 206 <sup>90</sup>	China Stories: Local Cultures and Communities	4
LIT 310	Translating Kunqu for the Global Stage	4

<sup>89</sup> This course was named PHIL 102/HIST 101 Ancient Chinese History and Philosophy before Fall 2025.

<sup>90</sup> This course was named CULANTH 206 Ethnography of China: New Directions prior to Fall 2025.

## Global Health with Tracks in Biology and Public Policy (Contact Major Convener)

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

Health issues know no borders. Advances in transportation and the increasing amount of human travel propel nations to address health issues in a timely manner and more deeply than ever before. All nations, regardless of income level, continue to shape global health landscapes worldwide. Given the size of China's population and its geographic location, there is no better place for students to immerse themselves in the study of global health. The opportunity for students to study these issues in China will not just provide a generation of global health experts for China itself, but also for the entire world.

The **Biology** track within the Global Health major is designed for students interested in a biological perspective on global health, in particular cell and molecular biology, infectious diseases, microbiology, and anatomy and physiology. The track is designed to encourage breadth in the life sciences but also allows students to acquire depth in a chosen area of scientific concentration through the choice of electives, as is encouraged for students who desire to pursue graduate studies or intend to pursue a career in research.

The **Public Policy** track is designed for students who are most interested in understanding and shaping the policies that influence health outcomes across diverse populations and global settings, by exploring the political, economic, legal, and institutional dimensions of global health. Through coursework, experiential learning, and policy-focused research, students will learn the analytical tools and practical skills necessary to critically assess existing health policies, propose data-driven solutions, and navigate the complex policy processes that determine health outcomes worldwide. Graduates from this track are well-prepared for careers in government agencies, international organizations, non-governmental organizations, health advocacy, or further study in public policy, law, or global health.

## Major Requirements

*(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)*

### ***Global Health / Biology***

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
GLHLTH 101	Introduction to Global Health	4
GLHLTH 201	Global Health Ethics	4
GLHLTH 205	Social Determinants of Health	4
<b>And choose one of the following three courses</b>		
GLHLTH 310	Global Disease Control Programs and Policies	4
GLHLTH 303	Global Comparative Health Care Systems	4
GLHLTH 304	Global Health Governance and Policy	4
<b>And choose one of the following four courses</b>		
GLHLTH 280	Ecosystem Health and Human Well-Being	4
GLHLTH 305	Biological Basis of Disease	4
GLHLTH 306	Evolution of Health and Disease	4
GLHLTH 307	Global Mental Health	4

## Disciplinary Courses

Course Code	Course Name	Course Credit
CHEM 201	Organic Chemistry I	4
BIOL 201	Cell and Molecular Biology	4
BIOL 202	Genetics and Evolution	4
BIOL 208	General Ecology	4
BIOL 212	Microbiology	4
BIOL 305	Biochemistry	4
<b>And choose one of the following courses</b>		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 206	Probability and Statistics	4

Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Students are encouraged to take GLHLTH 301 Global Health Research Methods</b>		
<b>Epidemiology/Biostatistics</b>		
GLHLTH 301	Global Health Research Methods	4
GLHLTH 311	Introduction to Epidemiology	4
SOSC 320 <sup>91</sup>	Panel Data: Advanced Econometric Methods	4
INFOSCI 302	Urban Informatics and Sustainable Design	4
BIOL 203/ GCULS 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
BIOL 308	Evolution of Infectious Diseases	4

<sup>91</sup> This course was named SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

HIST 212	Pandemics in World History from the Black Death to COVID-19	4
<b>Advanced Biology for Methods Training and Graduate School</b>		
INTGSCI 205	Scientific Methods and Communications	4
GLHLTH 301	Global Health Research Methods	4
BIOL 306	Cell Signaling and Diseases	4
BIOL 307	Cancer Genetics	4
BIOL 308	Evolution of Infectious Diseases	4
BIOL 310	Developmental Biology: Development, Stem Cells, and Regeneration	4
BIOL 321	Advanced Topics in Cellular and Molecular Biology	4
BIOL 409/ GLHLTH 409	Fundamental Immunology	4
BIOL 410 / GLHLTH 410	Principles of Nutrition and Disease	4
BIOL 411 / GLHLTH 411	Vaccine Development for Emerging Infectious Diseases	4
<b>Health Promotion/ Policy</b>		
GLHLTH 202	Media and Health Communication	4
GLHLTH 301	Global Health Research Methods	4
GLHLTH 312	Global Aging and Care	4
SOSC 302 <sup>92</sup>	Research Designs for Causal Inference	4
PUBPOL 220	Introduction to Regulatory Governance	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4
<b>Health Humanities</b>		
GLHLTH 301	Global Health Research Methods	4
CULANTH 303	Politics of Food: Land, Labor, Health, and Economics	4
ECON 301	Health Economics	4
GCULS 301	Religion and Sexuality	4
HUM 302 <sup>93</sup>	Gender in Global Perspective	4

<sup>92</sup> This course was named POLSCI 301 Program Evaluation prior to Fall 2025.

<sup>93</sup> This course was named GCULS 302 Gender in Global Perspective prior to Fall 2025.

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ETHLDR 206	Global Justice and Health Care	4
BIOL 320	Bioethics	4
CULANTH 405 <sup>94</sup>	Bodies, Medicine, Healing	4
<b>Environment and Health</b>		
ENVIR 101	Introduction to Environmental Sciences	4
GLHLTH 280	Ecosystem Health and Human Well-Being	4
ETHLDR 204	Environmental Ethics	4
ENVIR 204	Global Environmental Issues and Policies	2
ENVIR 304	Environmental Chemistry and Toxicology	4
ENVIR 402	Chemical Transformation of Environmental Contaminants	4
ENVIR 306	Water Pollution	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4

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<sup>94</sup> This course was named CULANTH 405 Medical Anthropology prior to Fall 2025.

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### ***Global Health / Public Policy***

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
GLHLTH 101	Introduction to Global Health	4
GLHLTH 201	Global Health Ethics	4
GLHLTH 205	Social Determinants of Health	4
<b>And choose one of the following three courses</b>		
GLHLTH 310	Global Disease Control Programs and Policies	4
GLHLTH 303	Global Comparative Health Care Systems	4
GLHLTH 304	Global Health Governance and Policy	4
<b>And choose one of the following four courses</b>		
GLHLTH 280	Ecosystem Health and Human Well-Being	4
GLHLTH 305	Biological Basis of Disease	4
GLHLTH 306	Evolution of Health and Disease	4
GLHLTH 307	Global Mental Health	4

#### Disciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>

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STATS 101	Introduction to Applied Statistical Methods	4
PUBPOL 101	Introduction to Policy Analysis	4
PUBPOL 301	Political Analysis for Public Policy	4
PUBPOL 303	Policy Choice as Value Conflict	4
<b>Choose one course from the following two courses</b>		
ECON 201	Intermediate Microeconomics I	4
PUBPOL 205	Microeconomic Policy Tools	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Students are encouraged to take GLHLTH 301 Global Health Research Methods</b>		
<b>Epidemiology/Biostatistics</b>		
GLHLTH 301	Global Health Research Methods	4
GLHLTH 311	Introduction to Epidemiology	4
GLHLTH 312	Global Aging and Care	4
SOSC 320 <sup>95</sup>	Panel Data: Advanced Econometric Methods	4
INFOSCI 302	Urban Informatics and Sustainable Design	4
BIOL 203/ GCULS 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
BIOL 308	Evolution of Infectious Diseases	4
HIST 212	Pandemics in World History from the Black Death to COVID-19	4
<b>Advanced Biology for Methods Training and Graduate School</b>		
INTGSCI 205	Scientific Methods and Communications	4
GLHLTH 301	Global Health Research Methods	4

<sup>95</sup> This course was named SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

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BIOL 306	Cell Signaling and Diseases	4
BIOL 307	Cancer Genetics	4
BIOL 308	Evolution of Infectious Diseases	4
BIOL 310	Developmental Biology: Development, Stem Cells, and Regeneration	4
BIOL 410 / GLHLTH 410	Principles of Nutrition and Disease	4
BIOL 411 / GLHLTH 411	Vaccine Development for Emerging Infectious Diseases	4
<b>Health Promotion/ Policy</b>		
GLHLTH 301	Global Health Research Methods	4
GLHLTH 202	Media and Health Communication	4
SOSC 302 <sup>96</sup>	Research Designs for Causal Inference	4
PUBPOL 220	Introduction to Regulatory Governance	4
PUBPOL 318	How to Change the World: The Role of Non-State Actors	4
<b>Health Humanities</b>		
GLHLTH 301	Global Health Research Methods	4
CULANTH 303	Politics of Food: Land, Labor, Health, and Economics	4
ECON 301	Health Economics	4
GCULS 301	Religion and Sexuality	4
HUM 302 <sup>97</sup>	Gender in Global Perspective	4
ETHLDR 206	Global Justice and Health Care	4
BIOL 320	Bioethics	4
CULANTH 405 <sup>98</sup>	Bodies, Medicine, Healing	4
<b>Environment and Health</b>		
ENVIR 101	Introduction to Environmental Sciences	4
GLHLTH 280	Ecosystem Health and Human Well-Being	4
ETHLDR 204	Environmental Ethics	4

<sup>96</sup> This course was named POLSCI 301 Program Evaluation prior to Fall 2025.

<sup>97</sup> This course was named GCULS 302 Gender in Global Perspective prior to Fall 2025.

<sup>98</sup> This course was named CULANTH 405 Medical Anthropology prior to Fall 2025.

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ENVIR 204	Global Environmental Issues and Policies	2
ENVIR 304	Environmental Chemistry and Toxicology	4
ENVIR 402	Chemical Transformation of Environmental Contaminants	4
ENVIR 306	Water Pollution	4
PUBPOL 317	Plastic Planet: Pollution and Solutions	4

## **Humanities with Tracks in Creative Writing and Translation, Literature, Philosophy and Religion, and World History (Contact Major Convener)**

### **Available only to the Class of 2028 and beyond.**

The Humanities major invites students to explore the interplay between texts—broadly conceived—and the world around us. From literature and philosophy to social media and video games, students engage with the ideas, narratives, and cultural traditions that have influenced societies across time and around the globe.

What makes this major distinct is its emphasis on the movement of ideas across time, space, and media. Students do not merely analyze texts within a single historical or cultural tradition; they research how stories, philosophies, and artistic expressions travel, transform, and intersect across different worlds. Unlike conventional humanities programs that focus on static traditions, Humanities highlights the dynamic and evolving nature of human expression.

The major is structured around three key themes that unify its diverse tracks:

**Text and Interpretation:** Students learn to analyze cultural artifacts critically and closely, uncovering how authors, audiences, and historical contexts shape meaning.

**Storytelling and Communication:** Whether crafting historical narratives, translating literary works, or developing persuasive arguments, students gain the skills to communicate complex ideas effectively across languages and cultures.

**Translation and Comparison:** By studying how ideas and texts move across linguistic, cultural, and historical boundaries, students develop a deep understanding of the processes that shape global knowledge exchange.

The major is organized into four interdisciplinary tracks.

**Creative Writing and Translation:** Emphasizing the craft of writing across genres, this track supports students in developing original works that engage with and reflect on global traditions and contemporary issues, combining theory and practice.

**Literature:** Focusing on written, spoken, and visual storytelling, this track teaches students to analyze stories that span cultures and historical periods.

**Philosophy and Religion:** Investigating fundamental questions about meaning, morality, and existence, this track examines philosophical and religious traditions across diverse global contexts.

**World History:** Focusing on how people, ideas, and events have shaped—and been shaped by—global forces across time, this track emphasizes that history is not confined to national borders. Instead, it is a dynamic, interconnected web of stories, interpretations, and cultural exchanges.

Students in the Humanities major graduate with soft skills in cultural literacy, critical and creative thinking. They will build communication skills that prepare them for graduate studies in

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the fields of history, literature, religious studies, creative writing, law, and business. They are well-equipped for careers in international business, law, media, education, consulting, and the nonprofit sector. By mastering the art of reading, writing, and translating the world, they become adaptable, globally conscious professionals equipped to navigate and shape the complex narratives of the future.

## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### ***Humanities / Creative Writing and Translation***

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
HUM 105 <sup>99</sup>	Text, Translation, and Storytelling	4
HUM 202 <sup>100</sup>	Empires and Culture	4
HUM 205 <sup>101</sup>	Texts in Motion	4
HUM 301	Superstories: Narratives that Shaped the World	4
HUM 302 <sup>102</sup>	Gender in Global Perspective	4
HUM 490	Senior Seminar in Humanities	4

#### Disciplinary Courses

Course Code	Course Name	Course Credit
LIT 216	Introduction to Creative Writing and Translation	4
<b>Students are required to take an additional 20 credits from the two lists below, with at least 8 credits from each list. At least 8 of these credits must be 300-level or above. Other electives offered at Duke and DKU may meet these requirements: please approach the relevant major convener with any questions.</b>		
<b>List 1: choose at least 8 credits from the list below, which focuses on the context, audience reception and networks of publishing.</b>		
Course Code	Course Name	Course Credit

<sup>99</sup> This course was named GCULS 105 Critical Comparative Studies prior to Fall 2025.

<sup>100</sup> This course was named GCULS 202 Empires and Culture prior to Fall 2025.

<sup>101</sup>This course was named GCULS 205 Texts in Motion prior to Fall 2025.

<sup>102</sup> This course was named GCULS 302 Gender in Global Perspective prior to Fall 2025.

LIT 223/CHINESE 423	Topics in Modern and Premodern Chinese Literature	4
LIT 219 / MEDIART 219	Stage Translation for Kunqu	2
LIT 310	Translating Kunqu for the Global Stage	4
LIT 315	Translation Theory	4
WOC 207 / CHINESE 408	Translation Workshop: The Reflection of Meaning	2
WOC 210	Translation Workshop: Adaptation and Transformation	2
WOC 213	From Text to World: Editing and Publishing	2
WOC 216	Introduction to Feature Writing	2
WOC 217	Introduction to News Writing	2
HUM 405 / MEDIART 405	The Curatorial: Theory and Practice	4

**List 2: choose at least 8 credits from the list below, which focuses on developing authorial voice and genre awareness.**

Course Code	Course Name	Course Credit
LIT 220	Line Breaks and Chapbooks: Poetry Workshop	4
LIT 311	Poetry in Conversation	4
LIT 314	Big Stories: Fiction and Non-Fiction Workshop	4
MEDIART 110	Audio Documentary and the Podcast	4
MEDIART 207	Elements of Story: Introduction to Narrative Technique	4
MEDIART 310	Screenwriting	4
WOC 108	Intercultural Communication	2
WOC 190	Creative Nonfiction: People and Places	2
WOC 214 / CHINESE 414	Reading Chinese Love Stories in Novels and Memoirs	2
WOC 290	Special Topics: Writing Across Cultures	4
HIST 314	Writing the History of War	4

***Humanities / Literature***Divisional Foundation Courses

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

Interdisciplinary Courses

Course Code	Course Name	Course Credit
HUM 105 <sup>103</sup>	Text, Translation, and Storytelling	4
HUM 202 <sup>104</sup>	Empires and Culture	4
HUM 205 <sup>105</sup>	Texts in Motion	4
HUM 301	Superstories: Narratives that Shaped the World	4
HUM 302 <sup>106</sup>	Gender in Global Perspective	4
HUM 490	Senior Seminar in Humanities	4

Disciplinary Courses

Course Code	Course Name	Course Credit
LIT 214	Introduction to Literary Research	4

**Students are required to take an additional 5 courses from the two lists below, with at least 2 courses from each list. At least 2 of these 5 courses must be 300-level or above. Other electives offered at Duke and DKU may meet these requirements: please approach the relevant major convener with any questions.**

**List 1: choose 2 courses from the list below, which focuses on literary traditions specific to a time, place, or language.**

Course Code	Course Name	Course Credit
LIT 298-1	Special Topics in U.S. Literature	4
LIT 298-2	Special Topics in Literary Traditions	4
LIT 216	Introduction to Creative Writing and Translation	4
LIT 223 / Chinese 423	Topics in Modern and Premodern Chinese Literature	4
LIT 311	Poetry in Conversation	4

<sup>103</sup> This course was named GCULS 105 Critical Comparative Studies prior to Fall 2025.

<sup>104</sup> This course was named GCULS 202 Empires and Culture prior to Fall 2025.

<sup>105</sup> This course was named GCULS 205 Texts in Motion prior to Fall 2025.

<sup>106</sup> This course was named GCULS 302 Gender in Global Perspective prior to Fall 2025.

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LIT 314	Big Stories: Fiction and Non-Fiction Workshop	4
LIT 310	Translating Kunqu for the Global Stage	4

**List 2: choose 2 courses from the list below, which focuses on broad thematic and comparative analysis.**

Course Code	Course Name	Course Credit
LIT 203	Reading Empire	4
LIT 210	Writing Machines: Literature, Technology, and the Future	4
RELIG 221/LIT 221 <sup>107</sup>	Comparing Religions: Text, Orality, and Myth	4
LIT 398	Special Topics in World Literature	4
LIT 315	Translation Theory	4
HUM 405 / MEDIART 405	The Curatorial: Theory and Practice	4

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<sup>107</sup> This course was named RELIG 101 Comparative Religious Studies prior to Fall 2025.

***Humanities / Philosophy and Religion***Divisional Foundation Courses

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

Interdisciplinary Courses

Course Code	Course Name	Course Credit
HUM 105 <sup>108</sup>	Text, Translation, and Storytelling	4
HUM 202 <sup>109</sup>	Empires and Culture	4
HUM 205 <sup>110</sup>	Texts in Motion	4
HUM 301	Superstories: Narratives that Shaped the World	4
HUM 302 <sup>111</sup>	Gender in Global Perspective	4
HUM 490	Senior Seminar in Humanities	4

Disciplinary Courses

Course Code	Course Name	Course Credit
HUM 201	Research in Philosophy and Religion	4

**Students are required to take an additional 5 courses from the lists below, with at least 2 courses from each list. At least 2 of these 5 courses have to be 300-level or above. Other electives offered at Duke and DKU may meet these requirements: please approach the relevant major convener with any questions.**

**List 1: Choose at least one PHIL course and one RELIG course from the list below, which focuses on specific traditions, times, or places.**

PHIL 210 <sup>112</sup>	History of Western Philosophy	4
PHIL 226/HIST 226 <sup>113</sup>	History of Chinese Philosophy	4
RELIG 203/HIST 233	History of God	4
RELIG 302	Chinese Religious and Philosophical Thought on the Environment	4

<sup>108</sup> This course was named GCULS 105 Critical Comparative Studies prior to Fall 2025.

<sup>109</sup> This course was named GCULS 202 Empires and Culture prior to Fall 2025.

<sup>110</sup> This course was named GCULS 205 Texts in Motion prior to Fall 2025.

<sup>111</sup> This course was named GCULS 302 Gender in Global Perspective prior to Fall 2025.

<sup>112</sup> This course was named PHIL 101 History of Western Philosophy prior to Fall 2025.

<sup>113</sup> This course was named PHI 102/HIST 101 Ancient Chinese History and Philosophy prior to Fall 2025.

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**List 2: Choose at least one PHIL course and one RELIG course from the list below, which focuses on broad thematic and comparative analysis.**

RELIG 221/LIT 221 <sup>114</sup>	Comparing Religions: Text, Orality, and Myth	4
PHIL 305	Cross-Cultural Philosophy	4
PHIL 398	Special Topics in Philosophy	4
RELIG 398	Special Topics in Religion	4

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<sup>114</sup> This course was named RELIG 101 Comparative Religious Studies prior to Fall 2025.

***Humanities / World History*****Divisional Foundation Courses**

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

**Interdisciplinary Courses**

Course Code	Course Name	Course Credit
HUM 105 <sup>115</sup>	Text, Translation, and Storytelling	4
HUM 202 <sup>116</sup>	Empires and Culture	4
HUM 205 <sup>117</sup>	Texts in Motion	4
HUM 301	Superstories: Narratives that Shaped the World	4
HUM 302 <sup>118</sup>	Gender in Global Perspective	4
HUM 490	Senior Seminar in Humanities	4

**Disciplinary Courses**

Course Code	Course Name	Course Credit
HIST 201	History Methods and Research	4

**Students are required to take an additional 5 courses from the two lists below, with at least 2 courses from each list. At least 2 of these 5 courses must be 300-level or above. Other electives offered at Duke and DKU may meet these requirements: please approach the relevant major convener with any questions.**

**List 1: choose at least 2 courses from the following list, which focuses on broad historical trends and analysis.**

Course Code	Course Name	Course Credit
HIST 111	Ancient Roots to Global Routes	4
HIS 212	Pandemics in World History	4
HIST 228	Power, Technology, and the Environment	4
HIST 233/RELIG 203	History of God	4
HIST 309	Global Commodities and Their Discontents	4
HIST 401	Special Topics: Global connections	4

<sup>115</sup> This course was named GCULS 105 Critical Comparative Studies prior to Fall 2025.

<sup>116</sup> This course was named GCULS 202 Empires and Culture prior to Fall 2025.

<sup>117</sup> This course was named GCULS 205 Texts in Motion prior to Fall 2025.

<sup>118</sup> This course was named GCULS 302 Gender in Global Perspective prior to Fall 2025.

**List 2: choose at least 2 courses from the following list, which focuses on local, national, and regional histories.**

HIST 227	The Global Economy in History	4
HIST 229	Labor, Migration, and the Making of the Modern World	4
HIST 230	The History of Everyday Life	4
HIST 314	Writing the History of War and Peace	4
HIST 217/ARTS 217	Arts of China	4
HIST 402	Confluences: Histories of Rivers, Oceans, and the Environment	4

### **Materials Science with tracks in Chemistry and Physics (Contact Major Convener)**

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

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

## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### ***Materials Science / Chemistry***

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

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

#### Disciplinary Courses

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

CHEM 401	Analytical Chemistry	4
CHEM 402	Inorganic Chemistry	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Introduction to Materials Science</b>		
MATSCI 101	Introduction to Materials Science	4
<b>Methods</b>		
INTGSCI 205	Scientific Methods and Communications	4
<b>Chemistry in General</b>		
CHEM 403	Advanced Topics in Physical Chemistry	4
<b>Environmental Chemistry</b>		
ENVIR 304	Environmental Chemistry and Toxicology	4
CHEM 315/ ENVIR 315	Aqueous Geochemistry	4
ENVIR 402	Chemical Transformation of Environmental Contaminants	4
<b>Materials Chemistry (Nanoscience, Polymers and Others)</b>		
MATSCI 303	Phase Transformations	4
MATSCI 402	Introduction to Nanoscale Functional Materials	4
PHYS 402	Solid State and Soft Matter Physics	4
PHYS 310	Physics of Particulate Materials	4
MATSCI 403	Quantum Physics for Materials Science	4
MATSCI 404	Polymers and Biomaterials	4
PHYS 408	Quantum Information Science	4
CHEM 410	Advanced Materials Chemistry Laboratory (Lab)	4

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**Materials Science / Physics**

**Divisional Foundation Course**

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

**Interdisciplinary Courses**

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

**Disciplinary Courses**

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
PHYS 122	General Physics II	4
MATH 201	Multivariable Calculus	4
PHYS 201	Optics and Modern Physics	4
MATH 202	Linear Algebra	4
PHYS 302	Thermal and Statistical Physics	4
PHYS 405	Advanced Physics Laboratory and Seminar	4
<b>And choose two from the following courses</b>		
PHYS 301	Classical Mechanics	4
PHYS 304	Electricity and Magnetism	4
PHYS 306	Quantum Mechanics	4

**Electives**

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
<b>Introduction to Materials Science</b>		
MATSCI 101	Introduction to Materials Science	4
<b>Methods</b>		
INTGSCI 205	Scientific Methods and Communications	4
<b>Physics in General</b>		
PHYS 101	Frontiers of 21 <sup>st</sup> Century Physics	4
PHYS 105 /ARTS 105 <sup>119</sup>	The Science of Traditional Asian Music	4
PHYS 134	Introductory Astronomy	4

<sup>119</sup> This course was named PHYS 105 The Science of Asian Sound prior to fall term 2023.

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PHYS 403	Introduction to Nuclear and Particle Physics	4
<b>Theoretical and Computational</b>		
COMPSCI 201	Introduction to Programming and Data Structures	4
MATSCI 202	Mathematical Methods for Materials Science	4
MATH 206	Probability and Statistics	4
MATH 303	ODE and Dynamical Systems	4
PHYS 404	Nonlinear Dynamics	4
PHYS 408	Quantum Information Science	4
<b>Condensed Matter</b>		
MATSCI 303	Phase Transformations	4
PHYS 310	Physics of Particulate Materials	4
MATSCI 402	Introduction to Nanoscale Functional Materials	4
PHYS 402	Solid State and Soft Matter Physics	4
MATSCI 403	Quantum Physics for Materials Science	4
MATSCI 404	Polymers and Biomaterials	4

## **Molecular Bioscience with Tracks in Biogeochemistry, Biophysics, Cell and Molecular Biology, Genetics and Genomics, and Neuroscience (Contact Major Convener)**

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

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

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

Students who choose the **Biogeochemistry** track will investigate the roles of living organisms in the global and local cycles of key elements such as carbon, nitrogen, phosphorus, and sulfur, and how these cycles influence ecosystem dynamics and climate regulation. With a strong emphasis on systems thinking and interdisciplinary integration, the track combines molecular bioscience with ecosystem science, geology, and environmental chemistry. Students will develop the scientific tools needed to quantify biochemical fluxes, model environmental systems, and interpret long-term changes in Earth's biogeochemical history. This preparation will uniquely equip graduates to tackle some of the most pressing challenges of our time, including human-driven climate change, pollution, and ecological degradation. Career pathways include environmental consulting, policy development, ecological research, and graduate study in environmental science, earth systems, and sustainability.

The **Biophysics** track will allow students to apply principles of physics to biological systems at molecular, organismal, and ecological levels bridging the gap between quantitative physical sciences and modern biological research. Students will explore how biological molecules behave, interact, and give rise to the mechanical and electrical properties of living systems. Through a combination of advanced coursework, interdisciplinary labs, and hands-on research experiences, students will gain deep insights into the physical and mathematical foundations of life processes, including the behavior of biological macromolecules and the mechanics of complex cellular systems. The curriculum emphasizes the structure-function relationships of proteins and nucleic acids, the thermodynamics and kinetics of molecular interactions, and the mechanical forces that govern cellular movement and organization. Students Graduates will be equipped with the theoretical knowledge and technical skills to contribute to innovations in biomedical devices, biosensing technologies, single-molecule imaging and protein engineering.

The **Cell and Molecular Biology** track offers students a profound understanding of the inner workings of life at the cellular and molecular levels. Through this track, students will explore the molecular machinery of cells, including the regulation of gene expression, intracellular signaling, protein trafficking, and the cell cycle. The track highlights how these fundamental processes are crucial to human health and disease, with applications to cancer biology, pharmacology, developmental biology, immunology, virology, and biotechnology. Students will be exposed to cutting-edge discoveries in molecular genetics, genome editing, stem cell biology, and single-cell technologies, preparing them to interpret and contribute to contemporary biomedical research. Emphasis is placed on experimental approaches, including molecular cloning, microscopy, protein analysis, and bioinformatics. This interdisciplinary training lays the foundation for advanced study and careers in medicine, graduate research, biotechnology, and pharmaceutical development.

Students that choose the **Genetics and Genomics track** will obtain a comprehensive and interdisciplinary foundation in modern genomic science. This track emphasizes how advances in functional genomics, bioinformatics, and computational biology are transforming our understanding of life at the molecular level. Students will explore gene expression and regulation, epigenetics, and how genomes evolve through population-level processes. They will gain hands-on experience analyzing large-scale genomic datasets, including transcriptomics, epigenomics, and single-cell sequencing data. The curriculum also addresses cutting-edge topics such as genome editing with CRISPR-Cas9, synthetic biology, and the bioethical considerations surrounding genetic technologies. Graduates of this track will be well prepared for careers in genomic medicine, biotechnology, genetic counseling, or research, equipped with the technical and analytical skills needed to interpret complex genomic data and apply it to real-world challenges in health, agriculture, and evolutionary biology.

The **Neurosciences Track** within the Molecular Bioscience major offers students an interdisciplinary foundation in the molecular and cellular mechanisms that govern brain development, function, and dysfunction. This track bridges fundamental principles of molecular biology, genetics, and biochemistry with advanced topics in neurobiology, neuropharmacology, and systems neuroscience. Students will explore how molecular processes influence neural circuitry, behavior, cognition, and neurological disease. Through coursework and research opportunities, the track emphasizes critical thinking, experimental design, and the translation of basic research into therapeutic strategies for neurodegenerative and psychiatric disorders.

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Whether preparing for graduate studies, medical school, or careers in biotechnology and neuroscience research, students in the Neurosciences Track will gain a deep, integrative understanding of the brain from a molecular perspective.

## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### **Molecular Bioscience / Biogeochemistry**

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
CHEM 201	Organic Chemistry I	4
PHYS 303	Introduction to Biophysics	4
BIOL 305	Biochemistry	4
BIOL 320	Bioethics	4
<b>Choose one of the two courses below</b>		
BIOL 201	Cell and Molecular Biology	4
BIOL 202	Genetics and Evolution	4

#### Disciplinary Courses

Course Code	Course Name	Course Credit
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
BIOL 208	General Ecology	4

BIOL 311/ ENVIR 311	Biogeochemistry	4
<b>And choose one course from the following three courses</b>		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 206	Probability and Statistics	4
<b>And choose one course from the following three courses</b>		
BIOL 212	Microbiology	4
BIOL 313/ ENVIR 313	Ecosystem Service	4
BIOL 319	Global Change Biology	4
<b>And choose one course from the following three courses</b>		
CHEM 150	General Chemistry II	4
BIOL 312	Ecophysiology	4
ENVIR 315/ CHEM 315	Aqueous Geochemistry	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>General Biology</b>		
BIOL 318	Food Web Ecology	4
BIOL 405	Microbial Ecology	4
<b>Environmental and Chemistry</b>		
ENVIR 102	Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment	4
ENVIR 202	Biodiversity and Conservation	4
ENVIR 304	Environmental Chemistry and Toxicology	4

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### ***Molecular Bioscience / Biophysics***

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
CHEM 201	Organic Chemistry I	4
PHYS 303	Introduction to Biophysics	4
BIOL 305	Biochemistry	4
BIOL 320	Bioethics	4
<b>Choose one of the two courses below</b>		
BIOL 201	Cell and Molecular Biology	4
BIOL 202	Genetics and Evolution	4

#### Disciplinary Courses

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

PHYS 406	Advanced Biophysics	4
<b>And choose two courses from the following four courses</b>		
PHYS 301	Classical Mechanics	4
PHYS 304	Electricity and Magnetism	4
PHYS 306	Quantum Mechanics	4
PHYS 404	Nonlinear Dynamics	4

**Electives**

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Methods</b>		
INTGSCI 205	Scientific Methods and Communications	4
<b>Biomedical Sciences</b>		
BIOL 316	Quantitative Physiology	4
NEUROSCI 202	Medical Neuroscience	4
NEUROSCI 212	Cognitive Neuroscience	4
<b>Mathematical, and Computer Sciences</b>		
MATH 303	ODE and Dynamical Systems	4
PHYS 310	Physics of Particulate Materials	4
MATH 403	Partial Differential Equations	4
MATH 410	Modeling Biological Systems	4
<b>Chemistry</b>		
CHEM 404	Physical Biochemistry	4

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**Molecular Bioscience / Cell and Molecular Biology**

Divisional Foundation Courses

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

Interdisciplinary Courses

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

Disciplinary Courses

Course Code	Course Name	Course Credit
BIOL 201	Cell and Molecular Biology	4
BIOL 212	Microbiology	4
<b>And choose three from the following four courses</b>		
BIOL 304	Molecular Genetic Analysis	4
BIOL 306	Cell Signaling and Diseases	4
BIOL 315	Experimental Molecular Biology	4
BIOL 321	Advanced Topics in Cellular and Molecular Biology	4
<b>And choose one of the following courses</b>		

STATS 101	Introduction to Applied Statistical Methods	4
MATH 206	Probability and Statistics	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Methods</b>		
INTGSCI 205	Scientific Methods and Communications	4
<b>Biological Science</b>		
BIOL 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
BIOL 307	Cancer Genetics	4
BIOL 310	Developmental Biology: Development, Stem Cells, and Regeneration	4
BIOL 314	Computational Biology and Bioinformatics	4
BIOL 317	Systems Biology	4
BIOL 401	Advanced Biochemistry: Cell Metabolism	4
BIOL 409 / GLHLTH 409	Fundamental Immunology	4
BIOL 410 / GLHLTH 410	Principles of Nutrition and Disease	4
<b>Data Science</b>		
BIOL 314	Computational Biology and Bioinformatics	4
<b>Chemistry</b>		
CHEM 404	Physical Biochemistry	4
<b>Neuroscience</b>		
NEUROSCI 102	Biological Basis of Behavior	4

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NEUROSCI 202	Medical Neuroscience	4
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**Molecular Bioscience / Genetics and Genomics**Divisional Foundation Courses

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

Interdisciplinary Courses

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

Disciplinary Courses

Course Code	Course Name	Course Credit
BIOL 201	Cell and Molecular Biology	4
<b>And choose four from the following five courses</b>		
BIOL 304	Molecular Genetic Analysis	4
BIOL 314	Computational Biology and Bioinformatics	4
BIOL 321	Advanced Topics in Cellular and Molecular Biology	4
BIOL 403	Experimental Methods in Functional Genomics	4
BIOL 407	Population Genomics and Molecular Evolution	4

<b>And choose one of the following courses</b>		
STATS 101	Introduction to Applied Statistical Methods	4
MATH 206	Probability and Statistics	4

**Electives**

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
<b>Methods</b>		
INTGSCI 205	Scientific Methods and Communications	4
<b>Biomedical Sciences</b>		
BIOL 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
BIOL 212	Microbiology	4
NEUROSCI 301	Research Methods in Neuroscience	4
BIOL 310	Developmental Biology: Development, Stem Cells, and Regeneration	4
BIOL 315	Experimental Molecular Biology	4
BIOL 317	Systems Biology	4
BIOL 404	Genomics of Adaptation	4
BIOL 409/ GLHLTH 409	Fundamental Immunology	4
<b>Data Science</b>		
BIOL 314	Computational Biology and Bioinformatics	4
<b>Environmental Science</b>		
ENVIR 202	Biodiversity and Conservation	4

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**Molecular Bioscience / Neuroscience**

**Available only to the Class of 2028 and beyond.**

**Divisional Foundation Courses**

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

**Interdisciplinary Courses**

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

**Disciplinary Courses**

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

## Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
<b>Methods</b>		
INTGSCI 205	Scientific Methods and Communications	4
<b>Biological Science</b>		
BIOL 203	Molecular, Behavioral and Social Evolution: Evolution of Genomes, Traits, Behaviors and Societies	4
BIOL 307	Cancer Genetics	4
BIOL 310	Developmental Biology: Development, Stem Cells, and Regeneration	4
BIOL 314	Computational Biology and Bioinformatics	4
BIOL 317	Systems Biology	4
BIOL 401	Advanced Biochemistry: Cell Metabolism	4
BIOL 409/ GLHLTH 409	Fundamental Immunology	4
BIOL 410/ GLHLTH 410	Principles of Nutrition and Disease	4
BIOL 411/ GLHLTH 411	Vaccine Development for Emerging Infectious Diseases	4
<b>Data Science</b>		
BIOL 314	Computational Biology and Bioinformatics	4
<b>Chemistry</b>		
CHEM 404	Physical Biochemistry	4

**Philosophy, Politics, and Economics, with tracks in Economic History, Philosophy, Political Science, and Public Policy (Contact Major Convener)**

**Available only to the Class of 2028 and beyond.**

Contemporary societies confront novel challenges in political, economic, and social affairs. The scope of these challenges calls into question the adequacy of established institutions, policies, and theories. In order to develop solutions, we must be prepared to rethink fundamental aspects of human social life.

Our major in Philosophy, Politics, and Economics (PPE) prepares students to engage in this sort of problem solving by giving them the tools to understand the challenges presented by the world and how we ought to respond to them. Philosophy trains students to engage in the ethical reasoning needed to determine what should be done, while the social sciences provide insights into the workings of human societies and the feasibility of proposed solutions.

PPE at DKU takes a global approach. Students will engage with diverse philosophical traditions rooted in East Asia, Europe, North America and beyond. They will learn about how those traditions have understood human life and society. They will learn to apply the ideas and methods of those traditions to contemporary problems. They will also engage with empirical research from around the world in the disciplines of economics, political science, history, and public policy.

After students complete this major, they will be able to formulate rigorous arguments on major human questions. More generally, they will possess analytical and communication skills that will be valuable no matter what sort of career they choose to pursue after graduation.

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## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### **Philosophy, Politics, and Economics / Economic History**

#### Divisional Foundation Courses

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

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
PPE 101	Introduction to Philosophy, Politics, and Economics	4
ECON 101	Economics Principles	4
ECON 201	Intermediate Microeconomics I	4
PPE 202 <sup>120</sup>	Ethics, Markets, and Politics	4
PPE 303 <sup>121</sup>	Conceptions of Democracy and Meritocracy	4
PUBPOL 303	Policy Choice as Value Conflict	4
PPE 490	Senior Seminar in Philosophy, Politics, and Economics	4

#### Disciplinary Courses

Course Code	Course Name	Course Credit
HIST 227	The Global Economy in History	4
ECON 204	Intermediate Macroeconomics	4
ECON212	Comparative Economic History	4

#### **And choose one of the following courses**

HIST 201	Methods of Historical Research	4
SOSC 205 <sup>122</sup>	Linear Regression: Introduction to Econometrics	4

#### **And choose one of the following courses**

GCHINA 301/POLECON	China's Economic Transition	4
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<sup>120</sup> This course was named ETHLDR 202 Ethics, Markets, and Politics prior to Fall 2025.

<sup>121</sup> This course was named ETHLDR 203 Conceptions of Democracy and Meritocracy prior to Fall 2025.

<sup>122</sup> This course was named ECON 203 Introduction to Econometrics prior to Fall 2025. Students are encouraged to complete SOSC 205 before submitting a Signature Work Project Proposal.

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POLECON 301	International Development	4
ECON 307	History of Monetary and International Crises	4

Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
ECON 225/HIST 225	History of Economic Thought	4
ECON 301	Health Economics	4
ECON 302/ ENVIR 302	Environmental Economics	4
ECON 303	Financial Institutions	4
ECON 304	Economic Growth	4
ECON 310	Urban Economics	4
ECON 314	International Trade	4
HIST 228	Power, Technology, and the Environment in World History	4
HIST 229	Labor, Migration and the Making of the Modern World	4
HIST 309	Global Commodities and Their Discontents	4
POLECON 201	International Political Economy	4
STATS 201	Introduction to Machine Learning for Social Science	4

***Philosophy, Politics, and Economics / Philosophy***Divisional Foundation Courses

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

Interdisciplinary Courses

Course Code	Course Name	Course Credit
PPE 101	Introduction to Philosophy, Politics, and Economics	4
ECON 101	Economics Principles	4
ECON 201	Intermediate Microeconomics I	4
PPE 202 <sup>123</sup>	Ethics, Markets, and Politics	4
PPE 303 <sup>124</sup>	Conceptions of Democracy and Meritocracy	4
PUBPOL 303	Policy Choice as Value Conflict	4
PPE 490	Senior Seminar in Philosophy, Politics, and Economics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PHIL 226/HIST 226 <sup>125</sup>	History of Chinese Philosophy	4
PHIL 210 <sup>126</sup>	History of Western Philosophy	4
PHIL 207 <sup>127</sup>	Ethical Theory in Philosophical Traditions	4
PHIL 398	Special Topics in Philosophy	4
<b>And choose one of the following courses</b>		
PHIL 205	Logic	4
PHIL 305	Cross-Cultural Philosophy	4
PHIL 309	Philosophy of the Social Sciences	4

Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic

<sup>123</sup> This course was named ETHLDR 202 Ethics, Markets, and Politics prior to Fall 2025.

<sup>124</sup> This course was named ETHLDR 203 Conceptions of Democracy and Meritocracy prior to Fall 2025.

<sup>125</sup> This course was named PHI 102/HIST 101 Ancient Chinese History and Philosophy prior to Fall 2025.

<sup>126</sup> This course was named PHIL 101 Introduction to Western Philosophy prior to Fall 2025.

<sup>127</sup> This course was named PHIL 207 Ethical Theory prior to Fall 2025.

year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
BIOL 320	Bioethics	4
ECON 225/HIST 225	History of Economic Thought	4
ETHLDR 204	Environmental Ethics	4
HUM 201	Research in Philosophy and Religion	4
GLHLTH 201	Global Health Ethics	4
LIT 315	Translation Theory	4
PHIL 112	Thinking and Doing	2
PHIL 115	Confucianism and Feminism	2
PHIL 303	Topics in Feminist Philosophy	4
POLSCI 223	Power and Justice in the History of Political Thought	4
POLSCI 398-1	Special Topics in Political Theory	4
SOCIOL 305	Theory and Society	4

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### ***Philosophy, Politics, and Economics / Political Science***

#### **Divisional Foundation Courses**

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
SOSC 101	Foundational Questions in Social Science	4
SOSC 102	Introduction to Research Methods	4
STATS 101	Introduction to Applied Statistics	4

#### **Interdisciplinary Courses**

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
PPE 101	Introduction to Philosophy, Politics, and Economics	4
ECON 101	Economics Principles	4
ECON 201	Intermediate Microeconomics I	4
PPE 202 <sup>128</sup>	Ethics, Markets, and Politics	4
PPE 303 <sup>129</sup>	Conceptions of Democracy and Meritocracy	4
PUBPOL 303	Policy Choice as Value Conflict	4
PPE 490	Senior Seminar in Philosophy, Politics, and Economics	4

#### **Disciplinary Courses**

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
POLSCI 101	International Politics	4
POLSCI 104	Comparative Politics and Institutions	4
POLSCI 223	Power and Justice in the History of Political Thought	4
CULSOC 201	Social Inequalities	4

**And choose one of the following courses**

POLSCI 303	International Politics of East Asia	4
POLSCI 307	Political Economy of Institutions	4
POLSCI 308	Global Governance	4
POLSCI 398-1	Special Topics Political Theory	4

#### **Electives**

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the

<sup>128</sup> This course was named ETHLDR 202 Ethics, Markets, and Politics prior to Fall 2025.

<sup>129</sup> This course was named ETHLDR 203 Conceptions of Democracy and Meritocracy prior to Fall 2025.

major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
CULANTH 210 <sup>130</sup>	Ethnographic Field Methods	4
ECON/HIST 225	History of Economic Thought	4
GCHINA 202	Modern Chinese Politics	4
GCHINA 304 <sup>131</sup>	US/China Relations	4
PHIL 309	Philosophy of the Social Sciences	4
POLECON 201	International Political Economy	4
POLECON 301	International Development	4
POLECON 302/GCHINA 301	China's Economic Transition	4
PUBPOL 213	Authoritarian Regimes	4
PUBPOL 301	Political Analysis for Public Policy	4
SOSC 206	Qualitative Research Methods	4
SOCIOL 305	Theory and Society	4
SOSC 302 <sup>132</sup>	Research Designs for Causal Inference	4
SOSC 314	Computational Social Science	4
SOSC 320 <sup>133</sup>	Panel Data: Advanced Econometric Methods	4

<sup>130</sup> This course was numbered CULANTH 302 Ethnographic Field Methods prior to Fall 2025.

<sup>131</sup> This course was named POLSCI 221 US/China Relations prior to Fall 2025.

<sup>132</sup> This course was named POLSCI 301 Program Evaluation prior to Fall 2025.

<sup>133</sup> This course was names SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

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***Philosophy, Politics, and Economics / Public Policy***

Divisional Foundation Courses

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

Interdisciplinary Courses

Course Code	Course Name	Course Credit
PPE 101	Introduction to Philosophy, Politics, and Economics	4
ECON 101	Economics Principles	4
ECON 201	Intermediate Microeconomics I	4
PPE 202 <sup>134</sup>	Ethics, Markets, and Politics	4
PPE 303 <sup>135</sup>	Conceptions of Democracy and Meritocracy	4
PUBPOL 303	Policy Choice as Value Conflict	4
PPE 490	Senior Seminar in Philosophy, Politics, and Economics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
PUBPOL 101	Introduction to Policy Analysis	4
POLSCI 104	Comparative Politics and Institutions	4
PUBPOL 301	Political Analysis for Public Policy	4
PUBPOL 315 / ECON 315	Economics of the Public Sector	4

**And choose one of the following courses**

PUBPOL 204	Governing Cities	4
PUBPOL 221	Comparative Social Policy	4
PUBPOL 222	Technology Policy and Regulation	4
PUBPOL 223/SOCIAL 223 <sup>136</sup>	Comparative Educational Systems	4

Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic

<sup>134</sup> This course was named ETHLDR 202 Ethics, Markets, and Politics prior to Fall 2025.

<sup>135</sup> This course was named ETHLDR 203 Conceptions of Democracy and Meritocracy prior to Fall 2025.

<sup>136</sup> This course was named PUBPOL/SOCIAL/SOSC 309 Education, Policy, and Society prior to Fall 2025.

year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
CULANTH 210 <sup>137</sup>	Ethnographic Field Methods	4
CULANTH 211 <sup>138</sup>	Race, Gender, and Labor in the City	4
CULANTH 213 <sup>139</sup>	Globalization, Sustainability, and Technology	4
CULSOC 201	Social Inequalities	4
ENVIR 301	International Environmental Policy	4
GCHINA 202	Modern Chinese Politics	4
GLHLTH 303	Global Comparative Healthcare Systems	4
POLSCI 302	Public Opinion	4
POLSCI 307	Political Economy of Institutions	4
PUBPOL 213	Authoritarian Regimes	4
SOSC 315	Urban Sociology	4
SOSC 206	Qualitative Research Methods	4

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<sup>137</sup> This course was numbered CULANTH 302 Ethnographic Field Methods prior to Fall 2025.

<sup>138</sup> This course was named CULANTH 211 Gender, Mobility, and Labor prior to Fall 2025.

<sup>139</sup> This course was named and numbered CULMOVE 101 Cultures of Globalization prior to Fall 2025.

**Quantitative Political Economy with tracks in Economics, Political Science, and Public Policy (Contact Major Convener)*****Available only to the Class of 2028 and beyond.***

Quantitative Political Economy uses quantitative methodologies and empirical data to analyze one of humanity's most pressing questions: Who gets what, and how? Bringing together insights from economics, political science, and public policy, the major emphasizes data-driven social inquiry and market- and policy-based problem-solving. Students analyze how markets function, how governments shape economies, and how resources are allocated within and between societies. The major trains students to critically evaluate questions like: Does prosperity fuel democracy? What causes civil war? When should problem-solving in fields such as global health or climate change be undertaken by governments, and when should it be left to markets? Core coursework integrates foundational theories with advanced methodological techniques, enabling QPE graduates to ask and answer important economic and governance questions. Alongside advanced quantitative training, students engage with ethical and normative considerations, enabling them to navigate the complexities of real-world decision-making. Through its three disciplinary tracks—Economics, Political Science, and Public Policy—the major allows students to tailor their learning to their goals and interests. Students will graduate from QPE well-prepared for advanced graduate study in the social sciences and for careers in policymaking, advocacy, industry, research, consulting, and beyond.

## Major Requirements

(Not every course listed is offered every term, and the course list will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026)

### ***Quantitative Political Economy / Economics***

#### Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 102	Introduction to Research Methods	4
STATS 101	Introduction to Applied Statistical Methods	4
<b>And choose one of the following two courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
ECON 101	Economics Principles	4
PPE 202 <sup>140</sup>	Ethics, Markets, and Politics	4
POLECON 201	International Political Economy	4
SOSC 205 <sup>141</sup>	Linear Regression: Introduction to Econometrics	4
<b>And choose one of the following three courses. **Students are encouraged to complete one of these courses before submitting a Signature Work Proposal.**</b>		
SOSC 302 <sup>142</sup>	Research Designs for Causal Inference	4
SOSC 314	Computational Social Science	4
SOSC 320 <sup>143</sup>	Panel Data: Advanced Econometric Methods	4
<b>And choose one of the following two courses</b>		
POLECON 301	International Development	4
POLECON 302 /	China's Economic Transition	4

<sup>140</sup> This course was named ETHLDR 202 prior Fall 2025.

<sup>141</sup> This course was named ECON 203 Introduction to Econometrics prior to Fall 2025. Students are encouraged to complete SOSC 205 before submitting a Signature Work Project Proposal.

<sup>142</sup> This course was named POLSCI 301 Program Evaluation prior to Fall 2025.

<sup>143</sup> This course was names SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

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GCHINA 301		
<b>And complete the following course</b>		
POLECON 490	Senior Seminar: Advanced Topics	4

Disciplinary Courses

Course Code	Course Name	Course Credit
ECON 201	Intermediate Microeconomics I	4
ECON 202	Intermediate Microeconomics II	4
ECON 204	Intermediate Macroeconomics	4
<b>And choose one of the following courses</b>		
ECON 301	Health Economics	4
ECON 302/ ENVIR 302	Environmental Economics and Policy	4
ECON 303	Financial Institutions	4
ECON 304	Economic Growth	4
ECON 305	Mathematical Economics	4
ECON 307	History of Monetary and International Crises	4
ECON 310	Urban Economics	4
ECON 314	International Trade	4
ECON 315/PUBPOL 315	Economics of the Public Sector	4
ECON 318	Game Theory	4
ECON 333	Social and Economic Networks	4

### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
ECON 206/COMPSCI 206	Computational Microeconomics	4
ECON 212	Comparative Economic History	4
ECON 213	Sustainable Investing	4
ECON 225/ HIST 225	History of Economic Thought	4
BEHAVSCI 101	Introduction to Behavioral Science	4
BEHAVSCI 102	Mechanisms of Human Behavior	4
ECON 317/ MATH 317	Quantitative Finance	4
STATS 201	Introduction to Machine Learning for Social Science	4
STATS 102	Introduction to Data Science	4

### **Mathematics Courses Recommended for Students Planning to Pursue Postgraduate Studies in Economics**

MATH 201	Multivariate Calculus	4
MATH 202	Linear Algebra	4
MATH 206	Probability and Statistics	4
MATH 308	Real Analysis	4

### *Quantitative Political Economy / Political Science*

#### Divisional Foundation Courses

Course Code	Course Name	Course Credit
SOSC 102	Introduction to Research Methods	4
STATS 101	Introduction to Applied Statistical Methods	4
<b>And choose one of the following two courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4

#### Interdisciplinary Courses

Course Code	Course Name	Course Credit
ECON 101	Economics Principles	4
PPE 202 <sup>144</sup>	Ethics, Markets, and Politics	4
POLECON 201	International Political Economy	4
SOSC 205 <sup>145</sup>	Linear Regression: Introduction to Econometrics	4
<b>And choose one of the following three courses. **Students are encouraged to complete one of these courses before submitting a Signature Work Proposal.**</b>		
SOSC 302 <sup>146</sup>	Research Designs for Causal Inference	4
SOSC 314	Computational Social Science	4
SOSC 320 <sup>147</sup>	Panel Data: Advanced Econometric Methods	4
<b>And choose one of the following two courses</b>		
POLECON 301	International Development	4
POLECON 302 / GCHINA 301	China's Economic Transition	4
<b>And complete the following course</b>		
POLECON 490	Senior Seminar: Advanced Topics	4

<sup>144</sup> This course was named ETHLDR 202 prior Fall 2025.

<sup>145</sup> This course was named ECON 203 Introduction to Econometrics prior to Fall 2025. Students are encouraged to complete SOSC 205 before submitting a Signature Work Project Proposal.

<sup>146</sup> This course was named POLSCI 301 Program Evaluation prior to Fall 2025.

<sup>147</sup> This course was names SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

**Disciplinary Courses**

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
POLSCI 101	International Politics	4
POLSCI 104	Comparative Politics and Institutions	4
POLSCI 222 <sup>148</sup>	Institutions for Social Choice	4
<b>And choose one of the following 4 courses</b>		
POLSCI 302	Public Opinion	4
PPE 303 <sup>149</sup>	Conceptions of Democracy and Meritocracy	4
POLSCI 307	Political Economy of Institutions	4
POLSCI 308	Global Governance	4

**Electives**

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
CULSOC 201	Social Inequalities	4
GCHINA 202	Modern Chinese Politics	4
GCHINA 304 <sup>150</sup>	US/China Relations	4
POLSCI 223	Power and Justice in the History of Political Thought	4
PUBPOL 213	Authoritarian Regimes	4
PUBPOL 301	Political Analysis for Public Policy	4

<sup>148</sup> This course was named POLSCI 222 Social Choice and Democracy prior to Fall 2025.

<sup>149</sup> This course was named ETHLDR 203 Conceptions of Meritocracy and Democracy prior to Fall 2025.

<sup>150</sup> This course was named POLSCI 221 US/China Relations prior to Fall 2025.

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### *Quantitative Political Economy / Public Policy*

#### Divisional Foundation Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
SOSC 102	Introduction to Research Methods	4
STATS 101	Introduction to Applied Statistical Methods	4
<b>And choose one of the following two courses</b>		
MATH 101	Introductory Calculus	4
MATH 105	Calculus	4

#### Interdisciplinary Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Course Credit</b>
ECON 101	Economics Principles	4
PPE 202 <sup>151</sup>	Ethics, Markets, and Politics	4
POLECON 201	International Political Economy	4
SOSC 205 <sup>152</sup>	Linear Regression: Introduction to Econometrics	4
<b>And choose one of the following three courses. **Students are encouraged to complete one of these courses before submitting a Signature Work Proposal.**</b>		
SOSC 302 <sup>153</sup>	Research Designs for Causal Inference	4
SOSC 314	Computational Social Science	4
SOSC 320 <sup>154</sup>	Panel Data: Advanced Econometric Methods	4
<b>And choose one of the following two courses</b>		
POLECON 301	International Development	4
POLECON 302 / GCHINA 301	China's Economic Transition	4
<b>And complete the following course</b>		
POLECON 490	Senior Seminar: Advanced Topics	4

<sup>151</sup> This course was named ETHLDR 202 prior Fall 2025.

<sup>152</sup> This course was named ECON 203 Introduction to Econometrics prior to Fall 2025. Students are encouraged to complete SOSC 205 before submitting a Signature Work Project Proposal.

<sup>153</sup> This course was named POLSCI 301 Program Evaluation prior to Fall 2025.

<sup>154</sup> This course was names SOSC 320 Data in the World: Applied Social Statistics prior to Fall 2025.

Course Code	Course Name	Course Credit
PUBPOL 101	Introduction to Policy Analysis	4
PUBPOL 301	Political Analysis for Public Policy	4
PUBPOL 303	Policy Choice as Value Conflict	4
PUBPOL 315/ ECON 315	Economics of the Public Sector	4

### Disciplinary Courses

#### Electives

Courses listed in the table below are recommended electives for the major. The course list reflects the most recent intellectual organization of major electives. Depending on the academic year in which you matriculated, some of the courses below may be requirements for your major. To verify required courses, always consult the requirements for the relevant class year in the bulletin of the year in which you matriculated unless you have been approved to complete the major requirements of a subsequent year. (See Ability to Meet Major Requirements Published in Years Subsequent to Year of Matriculation.)

Course Code	Course Name	Course Credit
PUBPOL 213	Authoritarian Regimes	4
PUBPOL 221	Comparative Social Policy	4
CULSOC 201	Social Inequalities	4
GLHLTH 303	Global Comparative Healthcare Systems	4
ENVIR 301	International Environmental Policy	4
PUBPOL 223/ SOCIOL 223 <sup>155</sup>	Comparative Educational Systems	4

<sup>155</sup> This course was named PUBPOL/SOCIOl/SOSC 309 Education, Policy, and Society prior to Fall 2025.

## Course Descriptions

Not every course listed is offered every term, and the course list and course information will be updated periodically. Please refer to the online Course Catalog for Courses offered in 2025-2026.

### Courses with Course Subject: Arts (ARTS)

#### **ARTS 21 General Art, Studio (4 credits)**

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

#### **ARTS 105 / PHYS 105 The Science of Traditional Asian Music (4 credits)**

This course is an introduction to acoustics, sound, and music. Participants will learn about wave theory, spectral analysis, and the mathematical and scientific basis for music scales, timbre, pitch perception, and harmonics. Vibration sources, resonant chambers, and wave amplification will be discussed. Special attention will be given to waves on strings and waves in pipes, and approximations and corrections to physical systems. Concrete examples will be drawn from Asian instruments and music, with particular attention to the Guqin, Guzheng, Erhu, Dizi, and instruments and vocalists of Chinese opera.

#### **ARTS 106/HIST 106 European Art History 1 (4 credits)**

Rather than aiming at a comprehensive survey, this course offers an introduction to key moments in the intersection of history, politics and visual art in the world before 1900s. It places art in a global context, highlighting themes from European, Asian, African and Indigenous art and focuses on art as the exercise of cultural power, and the way that artists have both promoted and resisted these entanglements with elite authority. In each case studied, students will gain sufficient historical background to understand the art in question, but will also engage in the comparative study of art to highlight issues of power, religion, class, and gender.

#### **ARTS 107 Around the World with Seven Masterpieces (2 credits)**

Is art history fun? How can I engage with art? This course guides students to examine seven artistic masterpieces in seven weeks from various geographical locations, time periods, and historical contexts. Ranging from Egyptian reliefs, Hellenistic sculptures to Mayan vases and Chinese bronzes, the course aims to be both evocative and engaging, and exposes students to the people, goods and ideas beyond the artworks. Students will develop a foundational cultural literacy in the global perspective, and hone primary skillsets in academic writing.

#### **ARTS 201 Introduction to Film Studies (4 credits)**

This course is a wide-ranging introduction to the fascinating world of film and the cinema industry. Here we will look at the language and critical tools we use to understand and interpret films, while considering examples from a variety of geographical, historical, and theoretical backgrounds. Following a primarily historical trajectory, the course will allow students to develop an appreciation of cinema's role in visual culture throughout the 20<sup>th</sup> century up to our

present day. Understanding how movies function, how they become meaningful for their audiences, and how this relationship between moving images and viewers has evolved during the past 120 years, contributes to our further enjoyment of cinema in its various manifestations. At the same time, this deeper appreciation and knowledge allows us to come to grips with the ways in which movies have had an impact on the broader construction of society and human culture to date.

### **ARTS 202 Contemporary Documentary Film (4 credits)**

Our subject is the art, content, technology, and life of documentary film. We will study contemporary filmmaking approaches that fall under broad categorization of “documentary,” and show how documentary filmmakers choose and interpret their subjects, themes, and points of view. We will analyze the form, technique, and impact of documentary filmmaking. In the process of considering issues of autonomy and power, politics and public policy, we will begin to define the role of documentary art in public dialogue. Although this course does not include instruction in film production, you may well be encouraged to try your hand at documentary filmmaking. In addition to class lectures and screenings, the course may feature guest filmmakers who will introduce their films and follow the screenings with question and answer sessions.

### **ARTS 203/GCHINA 203 Visual China: Modern Chinese History and Culture Through Film (4 credits)**

From film’s first appearance at a Shanghai teahouse in August 1896 to Jackie Chan’s latest transnational stardom, the history of modern Chinese cinema has always sought to raise questions of national and cultural identity. How do Chinese films between the two fins-de-siècle create the spectacle of “China,” narrate its history, and represent its increasingly diversified cultural landscapes both at home and abroad? Students will study photography, documentary film, cinema and social media in China from the 1930s “Leftist” films to the present.

### **ARTS207/HIST 207 History of Art and Science (4 credits)**

This course will provide an overview of the pioneering artists and scientists who have challenged the traditional boundaries between the artistic and technological disciplines. Its premise is that the role of the artist who engages with science and technology is not only to interpret, borrow, and communicate ideas from science and technology but also to be an active partner in determining the direction of technoscience research, knowledge, and innovation. We will survey the works and ideas of artists who have explored new interactive and interdisciplinary forms, as well as engineers and mathematicians who have developed information technologies and influential scientific and philosophical ideologies that have affected the arts.

### **ARTS 208/ LIT 208 From Cool Japan to the Korean Wave: Popular Culture from East Asia (4 credits)**

The hegemony of American popular culture notwithstanding, cultural products from Japan and South Korea are becoming significant players in the globalization of culture. From the de-

Disneyfied anime to the hybridized R&B K-pop, these cultural products challenge American cultural domination, and inspire alternate forms of aesthetics, participation and enjoyment. This course examines the historical formation of Japanese and Korean popular culture, focusing on their contested cultural meanings at the national, regional, and global scales. Some of the issues we will consider include: cultural imperialism, fandom, the role of the state and the development of cultural industry, representations of race and gender, capitalism and transnationalism.

### **ARTS 210/HIST 210 Global Art History (4 credits)**

Art has been a part of every society since recorded history. How have the arts told stories about civilizations, ethnicities, communities and peoples? How have the arts evolved and circulated across the globe? The arts provide vital narratives in our understandings of each other as our cultures have both clashed and shared over time. This course asks these questions by focusing on visual arts across cultures not with the aim of comprehensive coverage, but representation of key issues in the interpretation of art. Students will learn how to interpret art from a critical perspective in terms of its relation to broader social, cultural and political dynamics.

### **ARTS 217/HIST 217 Arts of China (4 credits)**

This survey course covers art in a variety of contexts from the foundations of Chinese civilization until the end of the imperial period in 1912 including tomb artifacts, religious images and statuary, court art, crafted objects and the painting and calligraphy of the literati. A number of themes may be addressed, such as the cross-cultural transmission of ornamentation and iconography, the ideal of scholar-amateur, the skills and techniques of the professional artisan and the connoisseurship and circulation of fine objects.

### **ARTS 218/HIST 218 Women in East Asian Art (4 credits)**

This course explores the roles of female in art history, and their contributions in shaping East Asian societies and cultures from the 2nd century to 18th century CE. We will examine key female figures and historical events, consider how the notions of certain feminine roles became ordinary in premodern East Asia, and how women achieved the extraordinary in the male-dominated societies. Students would develop a good understanding of the material remains and artworks of the women artisans and patrons in premodern East Asia, and a global perspective through cross-cultural studies.

## Courses with Course Subject: Arts and Humanities (ARHU)

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

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

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

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

## Courses with Course Subject: Behavior Science (BEHAVSCI)

### **BEHAVSCI 101 Introduction to Behavioral Science (4 credits)**

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

### **BEHAVSCI 102 Mechanisms of Human Behavior (4 credits)**

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

**Prerequisite(s):** BEHAVSCI 101 or ECON 101; BIOL 110; and STATS 101 or MATH 206; or Consent of the instructor

### **BEHAVSCI 201 Individuals and Their Decisions (4 credits)**

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

**Prerequisite(s):** BEHAVSCI 102

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

Through this course, students will gain a deeper appreciation of how the behavior of individuals is influenced by macroscopic factors: group memberships and identity, commercial and political institutions, and cultural and societal norms. Sample topics include voting behavior, legal decision making, how diversity shapes group dynamics, cross-cultural differences in perception and decision making, and the rise and fall of cultural memes. The course will also explore the incorporation of behavioral science into public policy through “nudges” that can shape individual behavior.

**Prerequisite(s):** BEHAVSCI 101 or Consent of the Instructor

### **BEHAVSCI 203 Comparative Analysis of Behavior (4 credits)**

This course explores commonalities and differences in behavior across species, with a particular focus on how behavior has been shaped by evolutionary pressures (e.g., ecological niches). It will identify ways in which human behavior is mirrored in other great ape species, while also

considering evidence for and against uniquely human behavioral capacities. The course will draw upon concepts from psychology, evolutionary anthropology, and related disciplines.

**Prerequisite(s):** PSYCH 101 or NEUROSCI 102

### **BEHAVSCI 204 Experimental Philosophy (4 credits)**

This course investigates the interrelations between the experimental methods of the social/neural sciences and the fundamental questions of philosophy. Students will consider whether and how empirical research could influence a range of philosophical ideas; key topics include the nature of free will, questions of personal responsibility, and ethical judgments and decisions. The limitations of empirical methods – and the challenges of integrating theories across disciplines – will also be explored.

### **BEHAVSCI 205 Systems and Circuits (4 credits)**

This course will focus on how brain mechanisms enable behavior. We will examine the neural basis of homeostatic control, voluntary actions, motivation, emotion, and decision making. We will use systems analysis to elucidate how volition, intentionality, and purpose can be emergent properties of neuronal interactions. We will also explore how different neurological and psychiatric disorders can result from specific defects in hierarchical neural networks. Addiction, mental health disorders.

**Prerequisite(s):** NEUROSCI 102

### **BEHAVSCI 301 Computational Neuroscience (4 credits)**

Students will explore a variety of computational models that have been applied to brain physiology and function. The course will emphasize both understanding of the theoretical underpinnings of those models and applying those models within simulations or data analyses. It will span levels of analysis from neural circuits (e.g., computations in local populations of neurons) to high-level cognition and behavior (e.g., coding properties within sensory systems). The course will include hands-on laboratory exercises; thus, prior programming experience is recommended.

**Prerequisite(s):** NEUROSCI 102

### **BEHAVSCI 303/ETHLDR 303 Organizational Behavior and Leadership (4 credits)**

What makes an effective and ethical leader? This course covers three critical pillars of organizational leadership. First, students discuss the foundations of effective, emotionally intelligent, and performance-boosting management of the human capital of the organization. Second, students study the predictors of effective leadership and cover the ways in which leaders develop organizational goals and motivate their subordinates to achieve them. Finally, students address the ethical dimensions of successful organizational leadership, including the development of inclusive work environments through specific institutional arrangements and the proactive establishment of organizational culture and norms.

### **BEHAVSCI 401 Moving Beyond Nudges (4 credits)**

This course explores the ethical issues associated with the rise of behavioral science, with particular focus on the intersections between individual autonomy and policy. It is organized around a series of case studies that illustrate applications of behavioral science to different domains; students will work in groups to analyze those applications and their impact upon society. Topics will be drawn from both past and current events, and could include legal decision making, the impact of nudging policies upon disadvantaged groups, new intrusive forms of marketing, the rise of misinformation in news media, or how advances in technology limit human behavior (e.g., self-driving cars). Students will gain skills in analyzing complex problems, formulating policies, and communicating potential solutions.

**Prerequisite(s):** BEHAVSCI 201 and BEHAVSCI 202; or PUBPOL 301; and junior/senior standing

### **BEHAVSCI 402 Judgement and Decision Making (4 credits)**

Building upon the foundational courses in this disciplinary track, this course explores how psychological processes shape human judgment and decision making. Core concepts include understanding rational choice models and their limitations; decision variables like probability, ambiguity, and risk; applications of heuristics to decision making; effective and ineffective uses of incentives; decision rules and aids; and types of interventions that can shape choices.

**Prerequisite(s):** PSYCH 101, and completion of any courses from Course Cluster I or II

## Courses with Course Subject: Biology (BIOL)

### **BIOL 20 General Biology (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Biology.

### **BIOL 102 Introduction to Human Biology (4 credits)**

This course will provide students with the opportunity to gain a biological understanding of human biology from principles and processes. This course is an introduction to physiology and anatomy, genetics, evolution, ecology and development. Ranging in scale from cells to organ systems and the organism. The aim is to facilitate students' understanding of current topics from a biological perspective. Topics include depression and drug addiction, nutrition and eating disorders as well as reproduction, sex and sexuality. With a focus on case studies, students will be able to apply foundational concepts to more advanced scenarios.

### **BIOL 110 Integrated Science – Biology (4 credits)**

Integrated Science-Biology employs five themes that describe properties of life and will be reiterated over again in Integrated Science-Biology: Organization (Structure and Function), Cycling of Energy and Matter, Information (Genetic Variation), Homeostasis (Interactions), and Evolution. These themes will be unified under the organizational principles of the Scientific Methods, formulating hypothesis and testing hypothesis with experiments. Students in Integrated Science-Biology will develop the understanding of key concepts in the context of cross-talks with chemistry and physics. While no previous knowledge is required, some background is advantageous.

### **BIOL 111 Introduction to Human Anatomy and Physiology (4 credits)**

This course is designed to familiarize students with the fundamental principles of human anatomy and physiology. Anatomy, the macroscopic study of body structures, is pivotal in understanding the form and organization of the various components of a living organism. It is a field where structure and function are intimately intertwined, with each anatomical feature shaped by its purpose. Students will develop a foundational knowledge of both the macroscopic and microscopic aspects of human anatomy and histology. This knowledge is essential in enhancing their comprehension of human physiology, paving the way for more advanced studies in the biological, health and medical sciences.

### **BIOL 201 Cell and Molecular Biology (4 credits)**

Introduces major concepts in eukaryotic cell biology with a focus on molecular biology. A major emphasis is placed on transcription, translation, protein targeting and transport. In addition, the structure and function of organelles and how they function in metabolism and energetics will be examined. The role of the cytoskeleton and extra cellular matrix in governing cell shape and motility will be addressed as well as the genetic regulation of DNA replication and its place in the cell cycle and how disruption of either can lead to cancer. The laboratory portion of the class

would introduce common laboratory molecular biology techniques like DNA isolation, PCR, cloning, sequencing, immunocytochemistry and fluorescent microscopy.

**Prerequisite(s):** BIOL 110 and CHEM 110

### **BIOL 202 Genetics and Evolution (4 credits)**

Examines the structure and function of genomics and the flow of genomic information from parent to progeny and through populations. Changes in genetic makeup underlie important biological processes from disease to adaptation and evolution. Topics include classical transmission genetics (inheritance, assortment, and recombination), bacterial and phage genetics, gene regulation, genome structure and stability, mutation and repair, population genomics, complex trait inheritance evaluation and modern genomic techniques. The laboratory portion examines genetic inheritance in common laboratory model systems like yeast and *Drosophila* with projects that show what can be learned about gene function by the examination of mutants. Mutants will be created by random mutagenesis as well as targeted recombination and CRISPR.

**Prerequisite(s):** BIOL 110

### **BIOL 203/GCULS 203 Molecular, Behavioral and Social Evolution: Darwin's Theories between Science and Culture (4 credits)**

This course examines Darwin's theories of natural selection and evolution through multiple lenses in scientific and humanistic disciplines. This course covers the key concepts of biological evolution, examines how simple behaviors evolve in animals and humans, and explores current ideas about the evolution of complex social behaviors and societies. The course will also introduce students to the thinkers that influenced Darwin, such as economist Thomas Malthus and geologist Charles Lyell, as well as to Darwin's influence on later thinkers from political theorist Karl Marx to historian Yuval Noah Harari. Discussion of these topics will be grounded in scientific case studies while also considering the impact of these theories on representations of gender, race and nature in popular culture, film and media.

**Prerequisite(s):** BIOL 110 or Consent of the Instructor

### **BIOL 208 General Ecology (4 credits)**

Humans are the dominant species on Earth and ecology is key to understanding the multiple feedback through which their activities affect human health. Fundamental principles of ecology, from population to ecosystem levels, will be examined through the lens of human health. Topics include human population growth and carrying capacity, why we age, infectious disease dynamics, the microbiome and human health, sustainable agriculture and food security, sustainable harvest of wild foods, dynamics of pollutants in food webs, ecosystem services to humans, and human impacts of climate change.

### **BIOL 212 Microbiology (4 credits)**

This course examines a number of different types of microbes including bacteria, archaea, fungi and viruses. Classical and modern approaches to the study of microorganisms and their roles/applications in everyday life, food, medicine, research and the environment. Topics

covered include microbial cell structure/function, growth, genetics, energetics/metabolism, evolution and ecology. Virology topics include structure, life cycle, modes of transmission and host ranges. Additional examination of the role of microorganisms in disease, infection and immunology. The laboratory portion would stress aseptic technique and microbial culture; molecular, cytochemical, and physiological tests for microbial identification; and fermentation and its products for food and industrial production.

**Prerequisite(s):** BIOL 201 or Consent of the Instructor

### **BIOL 304 Molecular Genetic Analysis (4 credits)**

A range of genetic traits can be mapped and investigated using molecular approaches. Here we will utilize several model systems to examine different molecular methods to identify genetic traits ranging from single gene complementation/rescue in yeast to recombination and SNP mapping in *Drosophila* to whole genome association studies in human populations.

**Prerequisite(s):** BIOL 201, BIOL 202

### **BIOL 305 Biochemistry (4 credits)**

This course introduces the chemistry and function of biological macromolecules, from protein structure and enzyme catalysis to cellular metabolism and physiological biochemistry. Topics include protein synthesis, folding, enzyme kinetics, and analytical techniques like spectroscopy, chromatography, and mass spectrometry. Students will study major metabolic pathways—glycolysis, the Krebs cycle, oxidative phosphorylation, and amino acid and lipid metabolism—with emphasis on regulation and integration. At the organismal level, the course covers glycogen storage, insulin signaling, and the biochemical basis of disorders like diabetes and obesity. Additional topics include membranes, signal transduction, redox biology, and metabolomics in the context of systems biochemistry and human health.

**Prerequisite(s):** BIOL 110, CHEM 201

### **BIOL 306 Cell Signaling and Diseases (4 credits)**

This advanced course examines cellular signaling mechanisms that regulate development, function, and homeostasis in multicellular organisms. Topics include ligand-receptor interactions, second messengers, GPCRs, receptor tyrosine kinases, integrin signaling, and pathways such as MAPK, PI3K-Akt, JAK-STAT, and Wnt/β-catenin. Students will explore signal integration, feedback, spatial/temporal dynamics, and cross-talk. The course highlights how signaling dysfunction contributes to diseases like cancer, diabetes, cardiovascular and autoimmune disorders, and neurodegeneration. Additional topics include stem cells, aging, circadian rhythms, and cell–environment interactions. Students will engage with current research tools such as optogenetics, biosensors, and single-cell analysis. Ideal for those pursuing biomedical research, pharmacology, or medical school.

**Prerequisite(s):** BIOL 201, BIOL 305

### **BIOL 307 Cancer Genetics (4 credits)**

This course explores the genetic and molecular foundations of cancer, examining how normal cellular processes are disrupted to promote tumor development and progression. Topics include the role of tumor viruses, oncogenes, and tumor suppressor genes; growth factors and signal transduction pathways; cell cycle control and apoptosis; and the contribution of genome instability and cancer stem cells. The mechanisms underlying metastasis are also discussed, along with current therapeutic approaches such as targeted therapies, immunotherapies, and personalized medicine. Emphasis is placed on integrating molecular insights with clinical applications in cancer diagnosis and treatment.

**Prerequisite(s):** BIOL 201, BIOL 202

### **BIOL 308 Evolution of Infectious Diseases (4 credits)**

Covers the physiology and the ecological and evolutionary dynamics of a suite of infectious diseases. Case studies include influenza, cholera, HIV, and myxomatosis, among others, with an emphasis on pathogens infecting humans. Topics include: basic immunology, the physiology of different disease processes and transmission, the role of population size on disease transmission, the effects of climate and behavioral changes on disease dynamics, networks of disease spread, spatial spread of disease, evolution of virulence, antigenic evolution, emerging infectious diseases.

**Prerequisite(s):** BIOL 201, BIOL 202

### **BIOL 310 Developmental Biology: Development, Stem Cells, and Regeneration (4 credits)**

This advanced course explores cellular signaling pathways that control development, function, and homeostasis in multicellular organisms. Key topics include ligand-receptor interactions, second messengers (cAMP,  $\text{Ca}^{2+}$ ), GPCRs, receptor tyrosine kinases, integrins, and pathways such as MAPK, PI3K-Akt, JAK-STAT, and Wnt/ $\beta$ -catenin. Students will examine signal integration, feedback, dynamics, and cross-talk. The course emphasizes how signaling defects lead to cancer, cardiovascular disease, diabetes, autoimmune conditions, and neurodegeneration. Additional topics include stem cell signaling, aging, circadian rhythms, and cell–environment interactions. Students engage with current techniques like optogenetics, biosensors, and single-cell analysis. Ideal for students interested in biomedical research, pharmacology, or medical school.

**Prerequisite(s):** BIOL 201

### **BIOL 311/ENVIR 311 Biogeochemistry (4 credits)**

Biogeochemistry is the study of how chemical elements flow through living systems and their physical environments. This course will investigate the factors that influence the cycling of those elements that are essential to life as well as the liberation, transport and exposure pathways of toxic trace elements. Concepts of nutrient limitation, element stoichiometry, primary productivity and carbon sequestration will be covered in depth, and will be applied to the study of human impacts on the global biogeochemical cycles of water, carbon, nutrients and trace metals.

**Prerequisite(s):** BIOL 110 and CHEM 110

### **BIOL 312 Ecophysiology (4 credits)**

This course explores how plants, animals, and microbes physiologically respond to changing environmental conditions in order to maintain homeostasis. Students will investigate how biotic and abiotic factors—including light, temperature, pH, water availability, and nutrient and carbon resources—affect organismal function and survival. Emphasis is placed on the physiological limits of organisms and the mechanisms they use to adapt, acclimate, or fail under environmental stress. Responses will be examined across multiple levels of biological organization, from molecular and cellular processes to whole-organism and ecosystem dynamics, and over evolutionary timescales. The course integrates principles of physiology, molecular biology, and ecology, and includes a laboratory component focused on experimental techniques and data analysis in ecophysiological research.

**Prerequisite(s):** BIOL 208 or Consent of the Instructor

### **BIOL 313/ENVIR 313 Ecosystem Service (4 credits)**

Ecosystem services are the benefits that people obtain from ecosystems and utilizes a system level approach to examine the interactions between four services. The course will include discussion of nutrient recycling as a supporting service, food production as a provisioning service, carbon sequestration as a regulating service and education as a cultural service as well as how they fit together in a sustainable system. Students will learn through case studies of the application of conservation, restoration and market valuation approaches to protecting critical ecosystem processes.

**Prerequisite(s):** BIOL 208 or Consent of the Instructor

### **BIOL 314 Computational Biology and Bioinformatics (4 credits)**

This course introduces computational tools and analytical strategies for interpreting large-scale genomic and molecular data. Students will learn foundational and emerging methods in bioinformatics, including genome assembly, sequence alignment, gene annotation, RNA-Seq analysis, motif discovery, and gene/protein classification. Topics also include comparative genomics, functional enrichment, and use of biological databases and visualization tools. The course incorporates machine learning techniques such as clustering, dimensionality reduction, and predictive modeling. Emphasis is placed on applying these tools to real biological questions. By the end, students will be prepared to conduct independent analyses and contribute to research in genomics, systems biology, and personalized medicine.

**Prerequisite(s):** BIOL 201 or 202; and MATH 206 or STATS 101

### **BIOL 315 Experimental Molecular Biology (4 credits)**

This intensive lab course provides hands-on training in core molecular biology techniques. Students complete a semester-long project involving PCR, recombinant protein expression, purification, site-directed mutagenesis, and CRISPR-based genome editing, focused on regulated protein localization. The course emphasizes experimental design, troubleshooting, and data

analysis. Additional methods include gene synthesis, molecular cloning, qPCR, gel electrophoresis, and fluorescence microscopy. Students also use bioinformatics tools for primer design, sequence alignment, and CRISPR target prediction. Through this integrative approach, students gain practical experience and a strong understanding of the experimental workflows that drive research and innovation in synthetic biology, gene regulation, and molecular medicine.

**Prerequisite(s):** BIOL 201

### **BIOL 316 Quantitative Physiology (4 credits)**

This course is a mathematical examination of processes in human physiological systems including pressure and electrical forces, concentration, kinetics and diffusion and mechanical forces. Examples of each will be discussed in the nervous, cardiovascular, renal, gastrointestinal, respiratory, and endocrine systems. The laboratory portion will complement the lecture topics and use detailed statistical analysis of data.

**Prerequisite(s):** MATH 101 or MATH 105; BIOL 110; MATH 206 or STATS 101

### **BIOL 317 Systems Biology (4 credits)**

This course introduces systems biology, integrating experimental data and computational modeling to study complex biological systems. Students will explore high-throughput technologies such as RNA-seq, ChIP-seq, proteomics, and metabolomics to analyze molecular interactions and cellular regulation. Emphasis is placed on transcriptional networks, including motifs like feed-forward loops and autoregulation. Case studies from development, stress responses, and disease illustrate network function and robustness. Students will also learn dynamic systems modeling, differential equations, stochastic models, and machine learning applications. Additional topics include feedback regulation, synthetic gene circuits, and multi-omics integration. The course blends lectures and computational exercises for a unified view of systems biology.

**Prerequisite(s):** BIOL 201; and MATH 206 or STATS 101

### **BIOL 318 Food Web Ecology (4 credits)**

This course examines the movement of food energy through a community and ecosystem. After examining species diversity and abundance in ecosystems, the course will look at the species interactions within that ecosystem, including the role of keystone species. The roles of primary and secondary producers in a community and the role of decomposers will be examined to bring the cycle to a close.

**Prerequisite(s):** BIOL 208 or Consent of the Instructor

### **BIOL 319 Global Change Biology (4 credits)**

The rapid change in Earth's climate has distinct biological causes and effects and in this course, both will be addressed. Beginning with a review of the Earth's climate system and how it has evolved over time to its current state, students will then examine the human-driven causes of its rapid CO<sub>2</sub> and temperature changes. These changes have consequences and detailed

examinations of examples such as species range shifts, extinctions, and changes in biological event timing will be discussed.

**Prerequisite(s):** BIOL 208 or Consent of the Instructor

### **BIOL 320 Bioethics (4 credits)**

This interdisciplinary course examines the ethical, legal, and social implications of rapid advances in biomedical research and healthcare. Drawing from biology, philosophy, law, and public policy, students explore complex issues such as prenatal testing, genetic counseling, gene editing (e.g., CRISPR), cloning, and animal rights. The course addresses regulations governing genomics, reproductive technologies, data privacy, and biotech commercialization. Key topics include personalized medicine, AI in healthcare, disparities in treatment access, synthetic biology, and biobanking. Through case studies, debates, and policy analysis, students develop critical ethical reasoning skills essential for navigating challenges posed by modern biomedical innovations and their societal impacts.

**Prerequisite(s):** BIOL 110

### **BIOL 321 Advanced Topics in Cellular and Molecular Biology (4 credits)**

The aim of this course is to provide an in-depth understanding of some of the main concepts and problems in cell and molecular biology. The course will examine a range of areas of modern cell and molecular biology. How nuclear architecture influences gene expression; how transcription is coupled with other cellular processes; how the coding capacity of genomes is increased through alternative splicing and RNA editing; mechanisms of regulation by non-coding RNAs, DNA repair, cell communication, cell signaling and vesicular trafficking in cells. In addition basic concepts in epigenetics and discuss various epigenetic processes such as DNA methylation, chromatin remodeling, gene imprinting, post-translational histone modification, epigenomics, environmental epigenetics and the relationship between epigenetic modification and human health. The sessions will incorporate aspects of experimental research, and introduce research literature. Topics will also be related to relevant diseases.

**Prerequisite(s):** BIOL 201

### **BIOL 323/ENVIR 323 Plant Environmental Stress Biology (4 credits)**

This course offers students a thorough understanding of plant responses to various environmental stressors, such as heat, drought, bacteria, and viruses. Central to the course is the exploration of the signaling pathways in terms of molecular biology, elucidating how plants detect and react to these stresses at the molecular level. In an era of changing global climate and escalating human impact on ecosystems, grasping plant resilience and adaptability is paramount. Beyond its foundational significance in botany, this knowledge intersects with agriculture, environmental conservation, and sustainability. Lab sessions enable direct observation of stress effects on plants and experimentation with potential adaptations. With a prerequisite of BIOL 201, students possess a baseline biology knowledge, priming them to explore plant reactions to environmental pressures in depth.

**Prerequisite(s):** BIOL 201

### **BIOL 401 Advanced Biochemistry: Cell Metabolism (4 credits)**

This advanced course builds on foundational biochemistry to explore complex anabolic and catabolic pathways in humans, bacteria, and plants. Students analyze nucleotide, lipid, cholesterol, and amino acid metabolism, emphasizing pathway interconnections and evolutionary adaptations. Detailed regulation of metabolism—including hormonal control, nutrient sensing, and enzyme activity—is examined. The course also investigates metabolic disorders like inborn errors, metabolic syndrome, and cancer metabolism. Emerging topics include metabolomics, metabolic flux, redox balance, mitochondrial dynamics, and circadian and epigenetic metabolic cycles. Current research in metabolic engineering, synthetic biology, and microbial biotechnology highlights cutting-edge applications and innovations in metabolism.

**Prerequisite(s):** BIOL 305

### **BIOL 403 Experimental Methods in Functional Genomics (4 credits)**

This course offers an in-depth study of experimental strategies and technologies to investigate gene function on a genome-wide scale. Focusing on model organisms like yeast, fruit flies, nematodes, and human cell lines, students explore gene perturbation techniques including knockouts, RNA interference, CRISPR-Cas9, and CRISPRi/a. Emphasis is placed on high-throughput screening and phenotypic assays linking genotype to function. Quantitative analysis methods such as RNA-seq, single-cell transcriptomics, and high-content imaging are covered. Emerging topics include integrating epigenomic data, machine learning for functional annotation, and using organoids and iPSCs. The course also examines large consortia (ENCODE, GTEx) and ethical, translational issues in precision medicine, suited for genetics and biomedical research students.

**Prerequisite(s):** BIOL 201, BIOL 202

### **BIOL 404 Genomics of Adaptation (4 credits)**

Contemporary studies of how populations and species evolved adaptations to their ecological habitats. Focus on modern methods of genome mapping and sequence data and analysis in wild populations that can identify genetic changes that contributed to ecological adaptations. Emphasis on case studies of genomics of adaptation in plant and animal systems, including humans and our adaptations to environments that our ancestors encountered as they colonized diverse habitats throughout the world. Examples will also illustrate how speciation and hybridization can contribute to adaptive biodiversity.

**Prerequisite(s):** BIOL 202

### **BIOL 405 Microbial Ecology (4 credits)**

Microorganisms represent the greatest diversity of life on Earth and couple the geochemical world to the living one across many ecosystems. This course will examine the role of microorganisms in biogeochemical cycles in terrestrial and aquatic ecosystems. Other topics discussed will include the symbiosis of microbes with plants, animals and other microbes to form communities. Finally, the role of microorganisms in converting or decomposing biological or geochemical materials will be addressed.

**Prerequisite(s):** BIOL 110 and CHEM 110

**BIOL 406 Population Ecology (4 credits)**

This course examines a species population and its interactions within their ecosystem. Topics covered include demography and dynamics of structured populations, population regulation, population dynamics, metapopulations, and life history strategies. Interspecific interaction topics covered include competition, mutualism, host-parasite and predator/prey interactions.

**Prerequisite(s):** BIOL 208 or Consent of the Instructor

**BIOL 407 Population Genomics and Molecular Evolution (4 credits)**

This course examines the genetic mechanisms of evolutionary change at the DNA sequence level in populations. Topics covered will include models of nucleotide and amino acid substitution, linkage disequilibrium and joint evolution of multiple loci. Evolutionary topics include neutrality, adaptive selection and hitchhiking. Case histories of molecular evolution as well as hypothesis testing and estimation of evolutionary parameters will be discussed.

**Prerequisite(s):** BIOL 202

**BIOL 408/CHEM 408/GLHLTH 408 Pharmacology: Science and Society (4 credits)**

This course examines the fundamental chemical, biological, and therapeutic features of human pharmaceutical agents, or drugs, with a focus on how they are found, how they work, and how they are used (and misused). The twin pillars of pharmacology—pharmacodynamics and pharmacokinetics—are explored, with emphasis on mechanisms of drug action and metabolism at the cellular and physiological levels. The science and technology behind the discovery, design, and development of drugs are investigated, followed by a survey of drug classes used in modern medicine. Integrated within are considerations of how drugs influence and impact society in the realms of culture, economics, ethics, and the law.

**Prerequisite(s):** BIOL 305

**BIOL 409/GLHLTH 409 Fundamental Immunology (4 credits)**

This course introduces the fundamentals of immunology, from cellular, molecular, and biochemical aspects of the healthy immune system to disease and treatments involving immunization, immunodeficiency, and autoimmunity. Another focus of this course is to introduce the application of immune molecules in diagnosis and clinical therapeutic, such as manipulating the immune system for cancer treatment and vaccine development. In this course, students will develop critical reading skills in research papers related to fundamental immunology and be able to understand the application of various experimental approaches to study human immune diseases and identify novel drug targets.

**Prerequisite(s):** BIOL 201 and BIOL 202

**BIOL 410 /GLHLTH 410 Principles of Nutrition and Disease (4 credits)**

Nutrition is becoming ever more central to our understanding of virtually all metabolic processes. Its biological basis offers insight into the mechanisms by which diet influences human health and

disease. This course explores the physiological functions and dietary sources of macro and micronutrients and how the nutrients impact the cellular processes in type 2 diabetes mellitus, cardiovascular, stroke, obesity, child obesity Alzheimer's, food allergies, cancer, stomach ulcers, osteoporosis, Crohn's disease, kidney and liver disease, linking them to immunology and biochemical pathways.

**Prerequisite(s):** BIOL 110

**BIOL 411/ GLHLTH 411 Vaccine Development for Emerging Infectious Diseases (4 credits)**

This course investigates the role of vaccines in preventing diseases and explore case studies that demonstrate successful strategies. The course will focus on emerging and remerging infectious diseases, the background of vaccine manufacturing, old versus new technology of vaccines development including mRNA, DNA vaccines. Pharmacovigilance, efficacy, vaccine safety, public health. In addition, models that are currently used to predict mutations for vaccine development and the pathway to EUA, licensure and beyond.

**Prerequisite(s):** BIOL 110, CHEM 101

**BIOL 412/CHEM412/GLHLTH 412 Principles of Medicinal Chemistry (4 credits)**

Medicinal chemistry is a chemistry-based discipline at the forefront of the search for better therapeutic drugs. It also involves aspects of biological, medical and pharmaceutical sciences. As defined, it is concerned with the discovery, design, identification and preparation of biologically active compounds, the study of their metabolism and the investigation of their interactions at the molecular level. The course will consider the principles of medicinal chemistry from the standpoint of organic and bioinorganic chemistry. Students will be introduced to rational drug design, structure-based drug design and basic quantitative structure activity relationships (QSAR). They will also be introduced to the ever-growing area of the use of metals and metal compounds in medicine.

**Prerequisite(s):** BIOL 305, CHEM 201

**Courses with Course Subject: Capstone (CAPSTONE)**

**CAPSTONE 495 Signature Work Capstone I (2-4 credits)**

Capstone courses provide a mechanism to allow time for students to focus on completing their signature work and producing the final product. The nature of the capstone is like an independent study where the frequency and format of the meetings are agreed upon by the mentor and student. This structure applies to team projects as well individual signature work. Capstones are taken sequentially in any of the first 3 sessions of the senior year. The grade for Capstone I functions as a mid-term review that evaluates the progress made to date. The instructor of record is the student's mentor.

**Prerequisite(s):** Junior or Senior Standing. Students need to pass the basic Responsible Conduct of Research (RCR) training provided by CITI Program.

**CAPSTONE 496 Signature Work Capstone II (4 credits)**

Capstone courses provide a mechanism to allow time for students to focus on completing their signature work and producing the final product. The nature of the capstone is like an independent study where the frequency and format of the meetings are agreed upon by the mentor and student. This structure applies to team projects as well as individual signature work. Capstones are taken sequentially in any of the first 3 sessions of the senior year. The grade for Capstone II encompasses all the requirements for signature work including the final product. The instructor of record is the student's mentor.

**Prerequisite(s):** 4 credits of Capstone 495; Senior Standing

## Courses with Course Subject: Chemistry (CHEM)

### **CHEM 20 General Chemistry (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Chemistry.

### **CHEM 105 Chemistry in Context (4 credits)**

This course is a chemistry course aimed at students of non-science majors. Through the lenses of topical issues, this course allows students majoring in a non-science field to experience the process of science, investigating how science works, its potential and limitations, and how science and society influence/impact each other. Topics are variable but will seek to engage students in concepts that illuminate their everyday lives. Inquiry-based laboratory exercises will support the theoretical framework of the course.

**Anti-requisite(s):** CHEM 110

### **CHEM 110 Integrated Science – Chemistry (4 credits)**

With an integrated approach, this course examines basic concepts and fundamental principles in chemistry based on the laws of physics. The course starts with an introduction to the static structures of atoms, molecules and matter including life itself, followed by an exploration of the dynamical and collective processes during chemical reactions. It explains how atoms, the basic building blocks of matter, interact with each other and construct the world around us, how subatomic electrons modulate the chemical properties of elements, and how the rearrangement of atoms during chemical reactions gives rise to astonishing phenomena in nature. Centered on topics in chemistry, this course not only prepares students for upper-level disciplinary courses, but also helps students develop an interdisciplinary molecular perspective, which allows them to tackle problems in various fields such as condensed matter physics, molecular biology, medicine, materials science and environmental science. While no previous knowledge is required, some background is advantageous.

### **CHEM 150 General Chemistry II (4 credits)**

This course is the continuation of the Integrated Science – Chemistry continuum, including intermolecular forces, states of matter, aqueous ionic equilibrium and solubility equilibrium, dynamics (kinetics and thermodynamics), electrochemistry, and nuclear chemistry. Lab experiments verifying related theories and utilizing data analysis are also part of the course.

**Prerequisite(s):** CHEM 110

### **CHEM 201 Organic Chemistry I (4 credits)**

In this course students will learn to recognize organic chemical structures and reactions that are akin to those found in living cells, as well as learn the molecular underpinnings for the many consumer goods and products we encounter and use in daily life. In addition to covering the scientific principles and applications of organic chemistry, this course will also explore how a variety of organic molecules have had an impact on history, society, and global economics.

Organic Chemistry I is both an introductory and survey course for learning the foundations of organic chemistry and is sufficient to support further studies and coursework in the areas of biology, environmental sciences, and global health. Laboratory: techniques of separation, organic reactions and preparations, and systematic identification of compounds by their spectral and chemical properties.

**Prerequisite(s):** CHEM 110

### **CHEM 202 Organic Chemistry II (4 credits)**

Continuation of CHEM 201.

**Prerequisite(s):** CHEM 201

### **CHEM 205 Quantitative Chemical Analysis (4 credits)**

A study of principles and methods used in the quantitative determination of elements and compounds. Topics include advanced acid-base chemistry and chemical equilibria and electrochemistry. Laboratory work consists of gravimetric, titrimetric, volumetric, and instrumental procedures illustrating the common types of quantitative analysis. Topics related to sampling, error analysis, calibration will be included. One or two modern instrumental methods will also be included.

**Prerequisite(s):** CHEM 150

### **CHEM 301 Elements of Physical Chemistry (4 credits)**

The course introduces students to core concepts in physical chemistry including quantum chemistry, molecular structure, molecular spectroscopy, thermodynamics, and kinetics. The course also includes laboratory experiments illustrative of these topics, as well as instruction and practice in writing the laboratory notebook and formal laboratory reports.

**Prerequisite(s):** CHEM 150 and PHYS 122

### **CHEM 315/ENVIR 315 Aqueous Geochemistry (4 credits)**

This course is designed to provide the student with an understanding of the fundamentals of aqueous geochemistry. This course focuses on the fundamental aquatic geochemical processes (e.g., mineral precipitation/dissolution, solution complexation, acid-base chemistry) that shape and transform the Earth's surface as a result of rock-water interactions, and associated impacts on the fate and transport of inorganic and organic contaminants in aqueous and geochemical environments. Topics to be covered include the chemical composition of soils, geochemical speciation, mineral weathering and stability, sorption and ion exchange, soil redox processes, chemical kinetics at environmental surfaces, and the nature, composition, structure, and properties of pollutants coupled with the major chemical mechanisms controlling the occurrence and mobility of chemicals in the environment.

**Prerequisite(s):** CHEM 110

### **CHEM 401 Analytical Chemistry (4 credits)**

Fundamentals of qualitative and quantitative measurement with emphasis on chemometrics, quantitative spectrometry, electrochemical methods, and common separation techniques, including laboratory experiments that illustrate various of these techniques.

**Prerequisite(s):** CHEM 150 and CHEM 201

### **CHEM 402 Inorganic Chemistry (4 credits)**

Bonding, structures, and reactions of inorganic compounds studied through physical chemical concepts.

**Prerequisite(s):** CHEM 301

### **CHEM 403 Advanced Topics in Physical Chemistry (4 credits)**

Builds on and extends the core concepts introduced in Elements of Physical Chemistry. Advanced topics and recent developments in physical chemistry.

**Prerequisite(s):** CHEM 301

### **CHEM 404 Physical Biochemistry (4 credits)**

This course examines the theory and methods used to characterize the physical properties of biological macromolecules like DNA, RNA, and protein. A portion of the course will cover thermodynamics of biological macromolecules including both molecular measurements and statistical thermodynamic modeling. A second portion of the course will examine analysis methods including X-Ray diffraction, Spectroscopy, NMR, and Mass Spectrometry.

**Prerequisite(s):** PHYS 122; BIOL 305

### **CHEM 408/BIOL 408/GLHLTH 408 Pharmacology: Science and Society (4 credits)**

This course examines the fundamental chemical, biological, and therapeutic features of human pharmaceutical agents, or drugs, with a focus on how they are found, how they work, and how they are used (and misused). The twin pillars of pharmacology—pharmacodynamics and pharmacokinetics—are explored, with emphasis on mechanisms of drug action and metabolism at the cellular and physiological levels. The science and technology behind the discovery, design, and development of drugs are investigated, followed by a survey of drug classes used in modern medicine. Integrated within are considerations of how drugs influence and impact society in the realms of culture, economics, ethics, and the law.

**Prerequisite(s):** BIOL 305

### **CHEM 410 Advanced Materials Chemistry Laboratory (Lab) (4 credits)**

This is a follow-up lab course after MATSCI 301. It strengthens students' experimental skills and covers the manufacturing and synthesis of common materials primarily with chemical methods. Topics may include processing and etching of metals, sintering of ceramics, synthesis

of polymers, self-assembly of nanomaterials, 3D printing, chemical vapor deposition of thin films.

**Prerequisite(s):** CHEM 201, MATSCI 301

**CHEM412/BIOL 412/GLHLTH 412 Principles of Medicinal Chemistry (4 credits)**

Medicinal chemistry is a chemistry-based discipline at the forefront of the search for better therapeutic drugs. It also involves aspects of biological, medical and pharmaceutical sciences. As defined, it is concerned with the discovery, design, identification and preparation of biologically active compounds, the study of their metabolism and the investigation of their interactions at the molecular level. The course will consider the principles of medicinal chemistry from the standpoint of organic and bioinorganic chemistry. Students will be introduced to rational drug design, structure-based drug design and basic quantitative structure activity relationships (QSAR). They will also be introduced to the ever-growing area of the use of metals and metal compounds in medicine.

**Prerequisite(s):** BIOL 305, CHEM 201

## Courses with Course Subject: Chinese (CHINESE)

### Chinese as Second Language Courses

#### **CHINESE 101A Beginning Chinese 1 – A (2 credits)**

This course is for students with little or no knowledge of the Chinese language and is designed for building basic communicative proficiency in Mandarin Chinese. The course teaches speaking, listening, reading, and writing skills, but it places special emphasis on the oral communication skills needed for daily life interactions in Chinese, and students will be required to practice using Chinese for daily life tasks outside class. Students will begin learning to read basic high-frequency characters, and learn how to write characters properly with correct stroke order. Additionally students will learn about Chinese culture, especially as it relates to managing the daily tasks of life in China. This course is required for students in the CSL track who have not previously studied Chinese.

#### **CHINESE 101B Beginning Chinese 1 – B (2 credits)**

Continuation of CHINESE 101A.

**Prerequisite(s):** CHINESE 101A

#### **CHINESE 102A Beginning Chinese 2 – A (2 credits)**

This course continues teaching basic communicative proficiency in Mandarin Chinese. As with CHINESE 101, the course teaches speaking, listening, reading, and writing skills. Special emphasis will be placed on learning the oral communication skills needed for daily life interactions in Chinese, and students will be expected to practice using Chinese for daily life tasks outside class. Students will learn to read high-frequency characters and learn how to write characters properly with correct stroke order. Additionally, students will learn about Chinese culture, especially as it relates to managing the daily tasks of life in China.

**Prerequisite(s):** CHINESE 101B or the equivalent.

#### **CHINESE 102B Beginning Chinese 2 – B (2 credits)**

Continuation of CHINESE 102A

**Prerequisite(s):** CHINESE 102A

#### **CHINESE 131A First Year Chinese for Heritage Learners 1 – A (2 credits)**

This course is designed for CSL track students who were raised in a Chinese-speaking environment and who are proficient in speaking and listening to Chinese in daily and social conversation, but who have little or no ability to read or write in Chinese. This course will focus on teaching these students to read and write in Chinese, improve their pronunciation and grammatical structures of Mandarin, and expand vocabulary beyond daily life. Students will develop these skills both through curricular activities (such as pair work, writing essays and

diaries, and group work) and extracurricular activities (such as Chinese Table and Language Partners). Topics of the course range from home and social life to cultural and social issues.

**CHINESE 131B First Year Chinese for Heritage Learners 1 – B (2 credits)**

Continuation of CHINESE 131A

**Prerequisite(s):** CHINESE 131A

**CHINESE 132A First Year Chinese for Heritage Learners 2 – A (2 credits)**

This course is a continuation of CHINESE 131. This course will continue developing students' reading and writing ability in Chinese, improving their pronunciation and their grasp of the grammatical structures of Mandarin, and expanding vocabulary beyond daily life. Students will develop these skills both through curricular activities (such as pair work, writing essays and diaries, and group work) and extracurricular activities (such as Chinese Table and Language Partners). Topics of the course will vary from home and social life to cultural and social issues.

**Prerequisite(s):** CHINESE 131B or equivalent

**CHINESE 132B First Year Chinese for Heritage Learners 2 – B (2 credits)**

Continuation of CHINESE 132A

**Prerequisite(s):** CHINESE 132A

**CHINESE 201A Intermediate Chinese 1 – A (2 credits)**

This course is designed to help students continue building basic communicative proficiency in Mandarin Chinese. The primary emphasis is on oral communication skills, with a focus on conversations in Chinese, and students will be expected to find opportunities outside class to practice using their Chinese for social interaction. Students will also learn to read dialogues that provide good models of social interaction in Chinese, and will practice writing simple texts. Additionally, students will learn about Chinese culture, especially as it relates to social interaction.

**Prerequisite(s):** CHINESE 102B or equivalent

**CHINESE 201B Intermediate Chinese 1 – B (2 credits)**

Continuation of CHINESE 201A

**Prerequisite(s):** CHINESE 201A

**CHINESE 202A Intermediate Chinese 2 – A (2 credits)**

This course is designed to help students continue building basic communicative proficiency in Mandarin Chinese. The primary emphasis is on oral communication skills, with a focus on social conversations in Chinese, and the course includes assignments in which students will find

opportunities outside class to practice using their Chinese for social interaction. Students will also continue building their ability to read dialogues that provide good models of social interaction in Chinese, and practice writing simple texts. Additionally, students will learn about Chinese culture, especially as it relates to Chinese life and society.

**Prerequisite(s):** CHINESE 201B or equivalent

### **CHINESE 202B Intermediate Chinese 2 – B (2 credits)**

Continuation of CHINESE 202A

**Prerequisite(s):** CHINESE 202A

### **CHINESE 231A Second Year Chinese for Heritage Learners 1 – A (2 credits)**

This course, a continuation of CHINESE 132, is designed to help Chinese heritage students continue improving their formal and informal discourse in speaking and writing. This course aims to further expand and refine students' language skills by studying a variety of texts that are written with advanced intermediate-level vocabulary (including vocabulary denoting abstract concepts), complex grammatical structures, and formal language uses. Students will develop these skills both through curricular activities (such as pair work, writing essays and diaries, and group work) and extracurricular activities (such as Chinese Table and Language Partners). Topics of the course will focus on social and cultural issues in contemporary China.

**Prerequisite(s):** CHINESE 132B or equivalent

### **CHINESE 231B Second Year Chinese for Heritage Learners 1 – B (2 credits)**

Continuation of CHINESE 231A

**Prerequisite(s):** CHINESE 231A

### **CHINESE 232A Second Year Chinese for Heritage Learners 2 – A (2 credits)**

This course, a continuation of CHINESE 231, is designed to help Chinese heritage students continue improving their formal and informal discourse in speaking and writing. This course aims to further expand and refine students' language skills by studying a variety of texts that are written with advanced intermediate-level vocabulary (including vocabulary denoting abstract concepts), complex grammatical structures, and formal language uses. Students will develop these skills both through curricular activities (such as pair work, writing essays and diaries, and group work) and extracurricular activities (such as Chinese Table and Language Partners). Topics of the course focus on social and cultural issues in contemporary China.

**Prerequisite(s):** CHINESE 231B or equivalent

### **CHINESE 232B Second Year Chinese for Heritage Learners 2 – B (2 credits)**

Continuation of CHINESE 232A

**Prerequisite(s):** CHINESE 232A

### **CHINESE 301A Advanced Intermediate Chinese 1 – A (2 credits)**

This course reinforces what students have learned in the Intermediate Chinese courses, and continues to expand and refine their skills in listening, speaking, reading, and writing by learning a variety of texts that are written with advanced vocabulary (including academic vocabulary and vocabulary denoting abstract concepts), complex grammatical structures, and formal language uses. In addition, students will be introduced to current social issues in China (such as parenting, demographics, marriage, etc.) and different aspects of Chinese culture (such as courtesy, family relationships, ethics, etc.). Through learning and discussing these social and cultural issues, students are expected to deepen their understanding of Chinese society and culture. Students will further practice their spoken Chinese outside class by conversing with Chinese speakers about the topics studied in class.

**Prerequisite(s):** CHINESE 202B or equivalent

### **CHINESE 301B Advanced Intermediate Chinese 1 – B (2 credits)**

Continuation of CHINESE 301A

**Prerequisite(s):** CHINESE 301A

### **CHINESE 302A Advanced Intermediate Chinese 2 – A (2 credits)**

This course transitions students toward reading authentic texts relating to Chinese society (e.g. newspaper and magazine articles), with emphasis on learning relevant vocabulary. It also builds students' ability to comprehend authentic media resources (e.g. television programs, documentaries, etc.) on similar topics. Oral skills will be built through discussion of these topics, and students will also be expected to practice their spoken Chinese outside class by conversing with Chinese speakers about the topics studied in class. Students will also continue to build their writing skills by writing short papers in Chinese relating to the topics studied.

**Prerequisite(s):** CHINESE 301B or equivalent

### **CHINESE 302B Advanced Intermediate Chinese 2 – B (2 credits)**

Continuation of CHINESE 302A

**Prerequisite(s):** CHINESE 302A

### **CHINESE 401A Advanced Chinese – Issues in Modern China 1 – A (2 credits)**

In this course students will learn about social and cultural issues in China through study of authentic texts in Chinese and authentic media resources (e.g. television programs, documentaries, etc.). Oral skills will be built through discussion of these topics, and students will also be expected to practice their spoken Chinese outside class by talking with Chinese speakers about the topics studied in class. Students will also continue to build their writing skills by writing short papers in Chinese relating to the topics studied.

**Prerequisite(s):** CHINESE 302B or equivalent

### **CHINESE 401B Advanced Chinese – Issues in Modern China 1 – B (2 credits)**

Continuation of CHINESE 401A

**Prerequisite(s):** CHINESE 401A

### **CHINESE 402A Advanced Chinese – Issues in Modern China 2 – A (2 credits)**

The Advanced Chinese course sequence is designed to build students' ability to read authentic texts in Chinese, such as newspaper texts; it also builds students' ability to watch and listen to authentic media programs (e.g. television programs, documentaries, etc.). Students will be introduced to the following themes: popular culture, social change, cultural traditions, history and politics. Through study and discussion, students will be able to better understand the social and cultural issues in China, improve reading and listening abilities, and deliver detailed and organized presentations on these topics.

**Prerequisite(s):** CHINESE 401B or equivalent

### **CHINESE 402B Advanced Chinese – Issues in Modern China 2 – B (2 credits)**

Continuation of CHINESE 402A

**Prerequisite(s):** CHINESE 402A

### **CHINESE 403 Readings in Pre-Modern Chinese (4 credits)**

This course builds students ability to read and interpret pre-modern bai hua texts. The course will focus on stories from Feng Menglong's Sanyan, the most popular and well-known collection of vernacular Chinese short stories published in the late Ming period (late sixteenth and early seventeenth centuries); also included will be excerpts from late Ming plays/operas (xiqu). This course will also introduce and lecture on the culture and urban life of the late Ming Dynasty, aiming to enhance students' understanding of pre-modern Chinese literature and social life.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 404 Readings in Modern Chinese Fiction (4 credits)**

In this course students will read selections from the works of important modern Chinese writers. Students will learn about important modern Chinese authors and fiction, and also build reading vocabulary and extensive reading skills, as well as presentation skills and ability to write reviews of works of fiction.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 405 Readings in Contemporary Chinese Fiction (4 credits)**

In this course students will read short stories and novels by contemporary Chinese authors. Students will build their extensive reading skills and reading speed, and also discussion skills and ability to write reviews.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 406A Debating Issues in Contemporary China – A (4 credits)**

In this course students will read research issues in contemporary China, primarily using Chinese language resources, and develop advanced speaking skills through debating these issues.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 406B Debating Issues in Contemporary China – B (4 credits)**

Continuation of CHINESE 406A.

**Prerequisite(s):** CHINESE 406A or equivalent

### **CHINESE 407 Readings in Classical Chinese (4 credits)**

This course teaches students how to read basic texts in Classical Chinese, with an emphasis on understanding the distinctive grammar of Classical Chinese and especially the use of particles. Oral skills will be built through discussion of the ideas in the texts.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 408/WOC 207 Translation Workshop: The Reflection of Meaning (2 credits)**

This class is a practical introduction to the art of written translation for students with advanced proficiency in both Chinese and English. Its goal is to give students hands-on experience translating a variety of interesting and challenging texts between Chinese and English, thereby honing their skills as readers and writers of both languages while also probing deeper philosophical questions about how translation works.

**Prerequisite(s):** EAP-track students must have completed EAP 102B, or have Consent of theinstructor. CSL-track students must have completed or placed out of CHINESE 402B.

### **CHINESE 409 Chinese Book Club (4 credits)**

This course is designed for learners of Chinese who already have read authentic texts in textbooks but have read few or no Chinese books for native speaker audiences. The goal is to help students develop stronger extensive reading skills, more specifically, to improve the reading speed, build the ability to guess the meaning of sentences and paragraphs even when students don't know all the words in them, and increase the comfort level when reading authentic texts.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 410A Public Speaking in Chinese (2 credits)**

Public Speaking in Chinese is designed to improve your advanced communication skills in Chinese. It is a performance-based course, with the primary emphasis on practical experience in developing speaking and listening abilities in Chinese to enable you to communicate orally in

clear, coherent Chinese appropriate to the purpose, occasion, and audience. You will also learn and apply the basics of public speaking: speech study, audience analysis, outlining, organizational skills, word choice, and presentation. Furthermore, through discussing contemporary issues, you will build your command of vocabulary relevant to these important social topics and issues. This course is for the students whose Chinese language level reaches at least an Advanced-Low level as defined by ACTFL's Proficiency Guidelines for Speaking.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 410B Public Speaking in Chinese (2 credits)**

Public Speaking in Chinese is designed to improve your advanced communication skills in Chinese. It is a performance-based course, with the primary emphasis on practical experience in developing speaking and listening abilities in Chinese to enable you to communicate orally in clear, coherent Chinese appropriate to the purpose, occasion, and audience. You will also learn and apply the basics of public speaking: speech study, audience analysis, outlining, organizational skills, word choice, and presentation. Furthermore, through discussing contemporary issues, you will build your command of vocabulary relevant to these important social topics and issues. This course is for the students whose Chinese language level reaches at least an Advanced-Low level as defined by ACTFL's Proficiency Guidelines for Speaking.

**Prerequisite(s):** CHINESE 410A or equivalent

### **CHINESE 411 Professional Networking in China (2 credits)**

This performance-oriented course introduces key concepts and practices in networking within Chinese professional contexts to learners of Chinese as a Second Language. Through critical analysis and enactment of observable model behaviors, students develop awareness and basic skills necessary in building effective personal and professional relationship in China. By constantly engaging in a domain-specific online community, students will start to (1) build real-life connections with native Chinese speakers who share their interests in a particular academic or professional domain and (2) acquire learning strategies to exploited authentic Chinese resources and opportunities to sustain Chinese learning as a self-managed learner.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 412 Chinese Across the Curriculum: Independent Research (2 credits)**

This course aims to train advanced Chinese learners in developing independent research projects on current issues and allow students to put their knowledge and skills to use in Chinese speaking contexts. Learners will choose their own research topics and learning materials, such as news reports, editorials, research papers, books, and documentaries. The materials must be authentic pieces produced for native Chinese speakers, and learners will work with the instructor to interpret and digest the texts and multimedia materials. By the end of the course, learners are expected to develop a structure of knowledge and an ability to exchange ideas with native Chinese speakers in their chosen domains.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 413 Advanced Chinese – New Media Narratives (2 credits)**

This content-based course contextualizes advanced-level Chinese language learning in new media narratives. It aims to help students further their oral and literacy skills by creating content on a platform of new media to communicate ideas and tell stories of experience and/or interests to a broader audience in the DKU community and beyond. Through various reading, writing and discussion activities, students will get familiar with major platforms of new media in China, critically review popular projects, and get hands-on experience of creating and sharing their original projects.

**Prerequisite(s):** CHINESE 402B or equivalent

### **CHINESE 414/WOC 214 Reading Chinese Love Stories in Novels and Memoirs (2 credits)**

This course introduces a variety of love stories in Chinese novels and memoirs from the 16<sup>th</sup> century to the present, supplemented with cultural topics and English research articles to facilitate inter-cultural communication. We will explore how the concept of love has evolved throughout Chinese history, how it contributes to many taboos and innovative solutions in Chinese society, and how its narrative forms, novels and memoirs, help define and deconstruct gender roles and cultural identity. With the class discussions alternating between “Chinese days” and “English days,” both international students and Chinese students will get the chance to practice reading and writing in their target languages and conduct final written creative projects (research paper, fanfiction, drama script writing, etc.).

**Prerequisite(s):** Chinese (EAP-track) students must have completed EAP 102B or have permission from the instructor; international (CSL-track) students must have completed or placed out of CHINESE 402B.

### **CHINESE 415/WOC 215 Watching Forbidden Love in Chinese Films (2 credits)**

This course introduces a variety of Chinese romance films and related cultural discussion from the last decade of the 20<sup>th</sup> century to the 21<sup>th</sup> century. We will explore how these films present and twist the idea of forbidden love in modern China, how they shape and break contemporary director's and audience's expectations, and how they connect to the development of contemporary Chinese pop culture and media industry. With the class discussion alternating between “Chinese days” and “English days,” both international students and Chinese students will get the chance to practice listening and speaking in their target languages and learn to make presentable digital essays using video making tools.

**Prerequisite(s):** Chinese (EAP-track) students must have completed EAP 102B or have permission from the instructor; international (CSL-track) students must have completed or placed out of CHINESE 402B.

### **CHINESE 416/WOC 210 Translation Workshop: Adaptation and Transformation (Chinese-English; English-Chinese) (2 credits)**

This class is a hands-on exploration of the art of written translation for students with advanced proficiency in both Chinese and English. Its emphasis is on creative translation and localization—situations where the act of translation must necessarily change the message being

translated, and where a “faithful” translation is not possible or desirable. Students will undertake a series of translation challenges, working both into and out of their native languages, collaborating when possible with classmates whose native language is their own second language. This is a bilingual class; discussion will be held in English and in Chinese on alternating days.

**Prerequisite(s):** Chinese (EAP-track) students must have completed EAP 102B or have permission from the instructor; international (CSL-track) students must have completed or placed out of CHINESE 402B.

### **CHINESE 418 Business Chinese: Plan a Business in China (2 credits)**

This is a project-based Chinese language course that provides students with opportunities to link their language learning with the business world. The final project will be a mock roadshow in the Chinese language. Students will apply the business elements covered in this course to develop a business plan that they believe has the potential to succeed in China. In each module, students will explore a basic business strategy, accompanied by an article analyzing real-world cases. The activities conducted in each module will scaffold students’ step-by-step preparation for the final project.

**Prerequisite(s):** The prerequisite is CHINESE 402B or the equivalent. No specific prerequisites are required regarding knowledge of business.

### **CHINESE 419/WOC 219 Travelling Texts, Moving Images: East Meets West in Film Remakes (2 credits)**

This course is an interdisciplinary study of transnational film remakes as both a cultural phenomenon and a popular cinematic entertainment subgenre. It aims to promote both cross-cultural understanding and intercultural communication through transnational film remakes and their comparative studies. As one of the most frequently consumed cultural products, films are powerfully reflexive of their unique cultural contexts, socio-economic values, aesthetic and moral choices, as well as political and ideological propensities. In this bilingual class, we will develop oral and writing skills to share our understandings of Chinese cinematic history, media culture, and society as seen through the lens of Hollywood’s globalized media re-production and explore alternative points of views that can be found in these East-West film remakes and transnational film adaptations.

**Prerequisite(s):** Chinese (EAP-track) students must have completed EAP 102B or have permission from the instructor. International (CSL-track) students must have completed or placed out of CHINESE 402B.

### **CHINESE 422/WOC 222 Martial Arts Cinema: Nation, Gender, and Identity (2 credits)**

In this class, students will examine representative martial arts films from different subgenres, historical periods, geopolitical regions, and by auteur directors within the greater perimeters of Cultural China in the past half of a century. Classes are taught in both English and Chinese. Students will develop intercultural oral and written communication skills by sharing their understandings of Chinese martial arts cinema as seen through the lens of politics, history, nationalism, gender, and identity. This class aims to foster a sustainable learning community that

continues to develop inter-cultural communication skills and critical thinking abilities both orally and in writing.

**Prerequisite(s):** EAP 102B or CHINESE 402B or consent of instructor.

### **CHINESE 423/LIT 223 Topics in Modern and Premodern Chinese Literature (4 credits)**

This course examines topics in Chinese literature. Topics will vary depending on the instructor and student interest.

**Prerequisite(s):** International (CSL-track) students must have completed or placed out of Chinese 402B. Students who have completed Chinese 401B may seek permission from the instructor.

### **CHINESE 491 Independent Study in Chinese (4 credits)**

This independent study course, offered by the Language and Culture Center through the Language Learning Studio, gives students an opportunity to build advanced Chinese skills in areas for which regular courses are not offered at Duke Kunshan University. In this course students will work with one of the Chinese language faculty members in the Language Learning Studio to design a language learning plan and will then work with that faculty member to carry it out for one term. Students may repeat independent study courses.

**Prerequisite(s):** CHINESE 402B or equivalent

## Courses with Course Subject: Chinese Society and Culture (CHSC)

These credits cannot be counted toward the 136 credit requirement, but they may be counted toward the additional credit requirements for students from the Chinese mainland, Hong Kong, Macau, and Taiwan. (See section on Credits Required for Degrees in Part 3.) CHSC courses are taught in Chinese.

### **CHSC 101 Chinese Humanistic Spirit and Institutions (6 credits)**

This course explores the humanistic spirit inherent in Chinese culture and the forms and changes of historically influential political systems. Topics will be closely linked to two aspects of the humanistic spirit and social institutions. On the one hand, it allows students to understand the philosophical spirit and moral reasoning characteristic of Chinese culture, as well as the Chinese political system along with its changes. On the other hand, it enables students to appreciate the intrinsic spirit of Chinese culture featuring introspection, learning, tolerance and constant change, therefore revealing the internal spiritual forces for China's social institution reforms as well as the universality and uniqueness of contemporary China's social, political and legal institutions. This course requires class attendance and a final exam (4 credits), as well as a 5000-word social practice report in Chinese (2 credits). Note that this is a compulsory course for all Chinese mainland and HMT students.

### **CHSC 102 Social Changes in China (6 credits)**

This course reviews the history in which how China, as an ancient civilization, has revived from the fallen state in modern times to a mighty power in today's world, helping students to understand and perceive Chinese society along with its changing trends with longer-term vision, the connotation of the Chinese national spirit, and the reason why today's China cherishes independence while vigorously promoting opening up. This course requires class attendance and participation in discussion (4 credits), as well as a 7000-word themed paper (2 credits) in Chinese. Note that this is a compulsory course for all Chinese mainland and HMT students.

### **CHSC 103 Selected Readings of Chinese Classics (2 credits)**

This course introduces a series of readings of Chinese classics, including the Four Books that illustrate the core value and belief system of Confucianism, Taoist classics of Lao Tzu and Chuang Tzu, Zen classic of the Sixth Patriarch (Liuzu tanjing), and Sun Tzu's The Art of War. Selected chapters will be covered by combining the readings with the challenges faced by people today, with an emphasis on uncovering the enduring spirit in the books that transcends time. Note that this is an elective course offered for HMT students who need to take extra CHSC courses to replace the military training credits.

### **CHSC 104 Trends and Policies (2 credits)**

This course mainly consists of a series of 8 lectures on domestic and global challenges and issues, as well as the latest developing trends and policies. Students are required to attend 8 lectures from a defined list of lecture series. Students will earn 2 credits after they complete this

requirement. The course will be graded on CR/NC basis. Note that this is a compulsory course for all Chinese mainland and HMT students.

### **CHSC 105 An Introduction to the Basic Principles of Marxism (2 credits)**

This course is a compulsory course for all Chinese mainland and HMT students. The course content covers the organically unified basic components of Marxist philosophy, Marxist political economy, and scientific socialism, including introduction, the materiality and laws of development of the world, the nature and laws of development of knowledge, human society and its laws of development, the nature and laws of capitalism, the development and trends of capitalism, the development and laws of socialism, communism and its ultimate realization. Focusing on both the overall picture and key points, a combination of rigorous logic and vivid expression, a unity of theories and methods are some of the basic characteristics of this course. Note that this is a compulsory course for all Chinese mainland and HMT students.

### **CHSC 106 Appreciation of World Chinese Literature Classics (2 credits)**

Appreciation of World Chinese Literature Classics is a course that explores the beauty of world Chinese literature and the general rules of people's feelings about its beauty. On the one hand, this course starts with the basic concepts and logical structure of the world Chinese literature classics, and explores their significance in the generation of the language style and discourse system of the world Chinese literature in the 20<sup>th</sup> century; on the other hand, it illustrates the types, characteristics and effect on its unique contribution to the aesthetic construction and artistic presentation of Chinese literature, revealing its status and influence in the history of world literature. Note that this is an elective course offered for HMT students who need to take extra CHSC courses to replace the military training credits.

### **CHSC 107 An Introduction to Chinese Culture (2 credits)**

Learning Chinese culture is like drinking sweet tea: you will taste the wisdom of philosophy and culture, the depth of political culture, the profoundness of academic culture, the elegance of aesthetic culture, the freshness of folk culture, the weight of science and technology and the dazzling array of utensils culture. There is a huge space for interpretation between modern MOOC and traditional culture: you will appreciate the spiritual charm of Chinese culture, and finally get the nourishment of personality self-shaping, the wisdom of life journey and the oasis of spiritual habitation. Note that this is an elective course offered for HMT students who need to take extra CHSC courses to replace the military training credits.

**Courses with Course Subject: Computer Design (COMPDSGN)**

**COMPDSGN 490 Senior Seminar (4 credits)**

This seminar is a core component of the interdisciplinary major in Computation and Design. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

## Courses with Course Subject: Computer Science (COMPSCI)

### **COMPSCI 20 Computer Science Principles (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Computer Science Principles.

### **COMPSCI 101 Introduction to Computer Science (4 credits)**

As an introductory course for computer science, this course will bring you not only the fundamental knowledge on a variety of CS topics, but also the essential computational problem-solving skills with hands on programming experience. Successfully completing this course will serve a solid foundation for other courses in the computer science or data science major. It can also bring new concepts and tools to other domains in social science, arts humanities and natural science. This course is an elective course open to everyone, and no specific prerequisite required.

**Anti-requisite(s):** COMPSCI 201 and STATS 102

### **COMPSCI 201 Introduction to Programming and Data Structures (4 credits)**

This course covers data and representations, functions, conditions, loops, strings, lists, sets, maps, hash tables, trees, stacks, graphs, object-oriented programming, programming interface and software engineering. While no previous knowledge is required, some background is advantageous.

### **COMPSCI 203 Discrete Math for Computer Science (4 credits)**

This course focuses on the following: mathematical notations, logic, and proof; linear and matrix algebra; graphs, digraphs, trees, representations, and algorithms; counting, permutations, combinations, discrete probability, Markov models; advanced topics from algebraic structures, geometric structures, combinatorial optimization, and number theory.

**Pre/Co-requisite(s):** COMPSCI 201 or MATH 202

### **COMPSCI 204 Introduction to Artificial Intelligence (4 credits)**

This course covers the algorithms and representations used in artificial intelligence. It provides an introduction to and implementation of algorithms for search, planning, decision, theory, logic, Bayesian networks, robotics and machine learning.

**Prerequisite(s):** COMPSCI 201

### **COMPSCI 205 Computer Organization and Programming (4 credits)**

This course focuses on the following: computer structure, assembly language, instruction execution, addressing techniques, and digital representation of data. Computer system organization, logic design, microprogramming, cache and memory systems, and input/output interfaces are also central.

**Prerequisite(s):** COMPSCI 201

### **COMPSCI 206/ECON 206 Computational Microeconomics (4 credits)**

Use of computational techniques to operationalize basic concepts from economics. Expressive marketplaces: combinatorial auctions and exchanges, winner determination problem. Game theory: normal and extensive-form games, equilibrium notions, computing equilibria. Mechanism design: auction theory, automated mechanism design.

**Prerequisite(s):** MATH 101 or 105; and STATS 101 or MATH 206; and COMPSCI 101 or COMPSCI 201 or STATS 102

### **COMPSCI 207 Image Data Science (4 credits)**

This course introduces the logical structure of digital media and explores computational media manipulation. The course uses the Python programming language to explore media manipulation and transformation. Topics include spatial and temporal resolution, color, texture, filtering, compression and feature detection.

**Prerequisite(s):** COMPSCI 101 or 201 or STATS 102

### **COMPSCI 208/MEDIART 206 Computer Graphics (4 credits)**

This course offers an overview and history of computer graphics as well as an introduction to key software technologies and concepts. These include coordinate systems and geometric transforms; drawing routines, antialiasing, supersampling; 3D object representation, spatial data structures, constructive solid geometry; hidden-surface-removal algorithms, z-buffer, A-buffer; illumination and shading models, surface details, radiosity; achromatic light, color specification, colorimetry, different color models; graphics pipeline; animation, levels of detail.

### **COMPSCI 210 Everything Data (4 credits)**

Everything Data is the study of data and its acquisition, integration, querying, analysis, and visualization. Concepts and computational tools for working with unstructured, semi-structured, and structured data and databases. Interdisciplinary perspectives of data and its impact crossing science, humanities, policy, and social science. Culminating team project applied to real datasets.

**Prerequisite(s):** COMPSCI 101 or 201, or STATS 101 or 102, or MATH 206

### **COMPSCI 301 Algorithms and Databases (4 credits)**

This course covers sorting, order statistics, binary search, dynamic programming, greedy algorithms, graph algorithms, minimum spanning trees, shortest paths, SQL, file organization, hashing, sorting, query, schema, transaction management, concurrency control, rash recovery, distributed database, and database as a service.

**Prerequisite(s):** COMPSCI 201

**Anti-requisites:** COMPSCI 308 and 310

### **COMPSCI 302 Computer Vision (4 credits)**

This course covers image formation and representation, camera geometry and calibration, multi-view geometry, stereo, 3D reconstruction from images, motion analysis, image segmentation, and object recognition.

**Prerequisite(s):** STATS 302/COMPSCI 309 or (MATH 405 and COMPSCI 201)

### **COMPSCI 303 Search Engines (4 credits)**

This course covers Boolean retrieval, dictionary, index, vector space model, score, query, XML, language model, text classification, clustering, and web search.

**Prerequisite(s):** COMPSCI 201; MATH 202; MATH 206

### **COMPSCI 304 Speech Recognition (4 credits)**

This course covers speech production and perception, feature extraction, template-based recognition, hidden Markov modeling, language model, sub-word units, robust recognition and applications.

**Prerequisite(s):** STATS 302/COMPSCI 309 or (MATH 405 and COMPSCI 201)

### **COMPSCI 306 Introduction to Operating Systems (4 credits)**

This course focuses on basic concepts and principles of multiprogrammed operating systems. Topics covered include processes, interprocess communication, CPU scheduling, mutual exclusion, deadlocks, memory management, I/O devices, file systems, protection mechanisms.

**Prerequisite(s):** COMPSCI 201; and COMPSCI 205 as the prerequisite or co-requisite

### **COMPSCI 307 Software Design and Implementation (4 credits)**

This course focuses on techniques for design and construction of reliable, maintainable and useful software systems. Programming paradigms and tools for medium to large projects are explored, including revision control, UNIX tools, performance analysis, GUI, software engineering, testing, documentation.

**Prerequisite(s):** COMPSCI 201

### **COMPSCI 308 Design and Analysis of Algorithms (4 credits)**

This course focuses on the design and analysis of efficient algorithms including sorting, searching, dynamic programming, graph algorithms, fast multiplication, and others. It also includes nondeterministic algorithms and computationally hard problems.

**Prerequisite(s):** COMPSCI 201; and COMPSCI 203 or MATH 206.

### **COMPSCI 309/STATS 302 Principles of Machine Learning (4 credits)**

This course covers maximum likelihood estimation, linear discriminant analysis, logistic regression, support vector machine, decision tree, linear regression, Bayesian inference, unsupervised learning, and semi-supervised learning. Students are not allowed to take both

MATH 405 and STATS 302/COMPSCI 309 because of the content overlap. Students who are planning to major in Data Science should take STATS 302/COMPSCI 309.

**Prerequisite(s):** MATH 201, MATH 202, MATH 206, and COMPSCI 201

**Anti-requisite:** MATH 405

### **COMPSCI 310 Introduction to Databases (4 credits)**

Databases and relational database management systems. Data modeling, database design theory, data definition and manipulation languages, storing and indexing techniques, query processing and optimization, concurrency control and recovery, database programming interfaces. Current research issues including XML, web data management, data integration and dissemination, data mining. Hands-on programming projects and a term project.

**Prerequisite(s):** COMPSCI 201

### **COMPSCI 311 Computer Network Architecture (4 credits)**

Introduces students to the fundamentals of computer networks. Focuses on layered architecture of the network protocol stack. Case studies will be drawn from the internet, combined with practical programming exercises. Concepts include the internet architecture, HTTP, DNS, P2P, sockets, TCP/IP, BGP, routing protocols, and wireless/mobile networking and their applications such as how to achieve reliable/secure communications over unreliable/insecure channels, how to find a good path through a network, how to share network resources among competing entities, how to find an object in the network, and how to build network applications.

**Prerequisite(s):** COMPSCI 205

### **COMPSCI 320 Software Reliability (4 credits)**

Topics to be covered: software reliability growth models, software failure data analytics, classical software fault tolerance techniques based on design diversity, novel software fault tolerance techniques based on environmental diversity, classification of software faults, software aging and rejuvenation, and software safety, security and survivability. Statistical methods used in this context, methods of predicting software availability during operation, prediction of time to failure and optimal times to rejuvenate will be discussed. Practical application of these ideas will also be presented via case studies of SDN open source software ONOS and ODL, NASA Satellite on-board software, Apache Webserver and Android operating system.

**Prerequisite(s):** COMPSCI 101 or 201

### **COMPSCI 401 Cloud Computing (4 credits)**

This course covers cloud infrastructures, virtualization, distributed file system, software defined networks and storage, cloud storage, and programming models such as MapReduce and Spark.

**Prerequisite(s):** COMPSCI 301 or 306 or 308 or 310 or 311

### **COMPSCI 402 Artificial Intelligence (4 credits)**

This course covers uninformed search, informed search, constraint satisfaction, classical planning, neural network, deep learning, hidden Markov model, Bayesian network, Markov decision process, reinforcement learning, active learning and game theory.

**Prerequisite(s):** STATS 302/ COMPSCI 309; or MATH 405 and COMPSCI 201

### **COMPSCI 403 Programming Languages and Compilers (4 credits)**

Implementation of programming languages, compilers and interpreters, lexical analysis, parsing, semantic analysis, type checking, code generation, optimization, automatic memory management.

**Prerequisite(s):** COMPSCI 205

### **COMPSCI 404 Computer Architecture and Hardware Design (4 credits)**

The focus of the course is to explore on various forms of parallelism found in computer architecture and processor design. Topics include pipelining, superscalar, out-of-order execution, caches (memory hierarchies), virtual memory, storage systems, graphics unit, on-chip network. A set of labs would guide students to implement a pipelined processor using HDL and simulation tool flows. COMPSCI 306 recommended for students who do not have a solid understanding of the concepts and principles of multiprogrammed operating systems.

**Prerequisite(s):** COMPSCI 205

### **COMPSCI 405 Embedded Systems (4 credits)**

The purpose of this course and laboratory is to expose and train the students in modern embedded systems software and hardware design techniques and practices including networking and mobile connectivity. The rationale for the course and lab is based on the explosive growth of embedded systems in the industry, specifically industrial automation, aviation, surveillance, medical devices, and common consumer products. The course topics cover a wide range of material as follows. Microcontroller systems based on the ARM processor. Essential components, memories, busses interfaces. Devices, peripherals, GPIOs, device drivers. Sensors and Actuators, A/D, D/A, DSP. Embedded Linux, kernels, kernel modules, compilers, and assemblers. The Lab will be based on common platforms such as Raspberry PI, Arduino, ARM embed, supported by a network of Linux workstations. PHYS 121 and PHYS 122 are recommended.

**Prerequisite(s):** COMPSCI 205, COMPSCI 306

### **COMPSCI 406 Logic and Formal Methods (4 credits)**

Topics include Boolean logic, first-order and second-order logic, resolution, Boolean computation, constraint and satisfiability solving, linear temporal and computation tree logic, model checking algorithms, applications and tools in digital system verification. COMPSCI 308 or COMPSCI 301 is recommended.

**Prerequisite(s):** COMPSCI 201, COMPSCI 203

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### **COMPSCI 413/MATH 413 Scientific Computing (4 Credits)**

Numerical methods for ODE. Finite difference method and finite element method for elliptic and parabolic PDE. Basic training for mathematical simulation programming. Introduction to numerical analysis foundations including Sobolev spaces and Fourier analysis.

**Prerequisite(s):** MATH 302, MATH 303, and MATH 403

## **Courses with Course Subject: Cultural Anthropology (CULANTH)**

### **CULANTH 20 Topics in Cultural Anthropology Studies (4 credits)**

Credit for International Baccalaureate (IB) Diploma in Cultural Anthropology or equivalent.

### **CULANTH 101 Introduction to Cultural Anthropology (4 credits)**

This course introduces the key concepts and debates within Cultural Anthropology with topics such as racism and essentialism, kinship, gender and sexuality, globalization, etc. In an age where debates addressing migration, robotics, genetic engineering, and ecological crises abound, questions about how humanity is experienced and defined have become more pertinent than ever before.

### **CULANTH 106 Home, House, and Housing: An Anthropological Exploration of Human Dwellings (2 credits)**

This course will explore the home as a site of attachment, the house as a place that emerged from social relationships, and housing an infrastructure whose construction is shaped by politico-economic forces. The interrelationship between the home, the house, and housing will be discussed. The course will cover contemporary issues of housing such as gentrification, segregation, and eviction. The course will provide broader and deeper understandings of the meanings of home and our relationship to the built environment.

### **CULANTH 107 Food, Ethnicity and Globalization (2 credits)**

Food is one of the most essential and tangible elements of human life, as well as a revealing index of social and cultural boundaries. What can, cannot, and should not be eaten? Under what context? How does food contribute to the construction of gender, class, race, and ethnic identities? From McDonalds in Beijing and kitchens in Greece to the discussions about food taboos, this course provides a taste of food anthropology by applying a comparative, anthropological lens to the study of food in relation to ethnicity and globalization by examining the connections between what we eat and who we are.

### **CULANTH 201/MEDIA 201 New Media and Society (4 credits)**

New media – ranging from the Internet to Twitter and Facebook, from informational networks to handheld devices – have in recent years drastically influenced the social relations for individual and communities, and have exerted profound influence on social, economic and political life. The course traces the development of new media, their relationship to previous modes of communication and transmission, and how digital technologies influence emerging and changing spheres of economic, political and social exchanges.

### **CULANTH 202/GCULS 201/MEDIA 202 Culture and Industry (4 credits)**

Apple is currently the most valuable company/brand in the world. Despite its technological origin, the company has always valued design, interface, affect, imagination and creativity – skills that the humanities and the interpretive social sciences offer and promote. This course examines how cultural studies, in its analyses of fandom, reception theory, cultural hegemony, etc., provide students the theoretical skills to understand, analyze and prepare for working in the emerging creative industries in China today. Topics that might be included in this course: cultural industry and modernity, popular culture and everyday life, representations of gender and sexuality in advertisement, the impact of new social media and information technology, and censorship.

### **CULANTH 206 China Stories: Local Cultures and Communities (4 credits)**

The course provides a critical overview to the anthropology and ethnography of contemporary China. Beginning with the emergence of ethnology in China in the 1920s and 1930s, students will be introduced to some of the key figures in the pre-revolutionary period of China, and the key concepts, theories, and frameworks that emerged during this period in dialogue both with Soviet and British anthropology. The course then turns to the socialist period, and considers early Maoist approaches to the social sciences, and the state project to identify and classify China's minority nationalities in the 1950s. The post- Mao reform era (1978 to the present) witnesses the globalization of China and the flourishing of a wide range of new kinds of ethnographic projects. This section of the course will pay particular attention to issues of transformations in class, gender, and ethnicity, the study of rural to urban migration, the anthropology of China's urbanization, environmentalism, commodification and consumption, and the study of development in China's ethnic border regions.

### **CULANTH 207/MEDIA 207 Cultures of New Media (4 credits)**

The concept of new media is always evolving because each form of media emerges as a "new" technology. This course explores how people engage with different media over time, and how media technologies shape culture and society. Organized around key themes such as audience and public, this course encourages students to analyze critically the cultural process of new media. Students will examine the social meanings and cultures fostered and shaped by media technologies, linking them to media innovations like algorithms and social media. Through discussions and hands-on projects, students will explore the role that new media plays in modern society.

### **CULANTH 208 Global Migration and Ethics (4 credits)**

This course examines the current scholarship on the anthropology and interdisciplinary study of global migration, and the ethical predicaments at center of contemporary forms of human mobility. Students will consider the particularities of migratory experiences in different regions of the world, and the different types of local, national, and global moral economies that emerge in these different places and histories. Particular attention will be focused on the political questions that arise when human compassion runs into conflict with the desire to preserve the

cultural integrity of one's national identity. The course will draw on ethnographic texts, legal and policy materials, biographies, literature, film, and artistic responses to contemporary migration and refugee crises.

### **CULANTH 210 Ethnographic Field Methods (4 credits)**

This course explores the history and practice of ethnographic field research and engages central debates about ethnographic method. The readings prompt deeper reflection on doing field research, and challenges students to think about anthropological ways of knowing. Students will be required to carry out field research, define and design a project, recording (through field notes or other methods) every step of the way. This is thus a writing- and field research-intensive course. It is organized into several practical components—constituting “the field,” participant-observation (“deep hanging out”), interviewing, and writing up findings. Students will get the chance to put several key methods into practice —analyzing spaces, collecting life histories, doing semi-structured interviews and conducting participant-observation. Students will also have the option to experiment with other methods of collecting data, including the use of photography or digital video.

### **CULANTH 211 Race, Gender, and Labor in the City (4 credits)**

This course covers the subfields of urban anthropology, critical race studies, gender studies, and the relationship between class and space. It explores how the production of space intersects with the reproduction of inequality along lines of gender, class, and race through engagement primarily with qualitative and field-based research on the city and urban life.

### **CULANTH 213 Globalization, Sustainability, and Technology (4 credits)**

This course traces the histories of global exchange and explores how they intersect with various cultures of globalization in the present-day. This course analyzes how early exploration and colonial trade relate to global connections in the contemporary period. This course shows how historical and anthropological approaches have shed light on the importance of border-crossings and cross-cultural encounters in shaping social identities and differences; spatial cores and peripheries; and hierarchies and societal transformations. Attention to global encounters allows us to deepen our understanding of trade, civilization, state-building, labor, and global food chains. Together, these aspects of everyday life and social organization reveal the diversity and dynamism of globalization.

### **CULANTH 214 Cultures of Fascism (4 credits)**

This subject explores the precarious balance between the ideal of democracy and histories of authoritarianism. Using case studies from different historical contexts, the class examines continuities and ruptures in political history, and the cultural contexts in which populisms of the left or right, and authoritarian and fascistic regimes, emerge or recede. This subject encourages students to consider political theory in relation to historical and cultural specificity. Key questions addressed include: what political cultures are associated with democratic, authoritarian, populist, and fascistic forms of rule? What role do struggles over memories of authoritarian pasts

play in contemporary democracies? How do democracies evolve into dictatorships, and dictatorships into democracies? Previous study of international relations is helpful, but not required.

### **CULANTH 220/MEDIART 220 Visual Anthropology (4 credits)**

Students will examine, contextualize and capture the human experience in ways that communicate deeper connections to the environment that surrounds them. We will explore audiovisual material in dialogue with selected theoretical, ethnographic, and case study readings in urban studies. These time-based works provide a powerful model for training students observational skills and conceptualizing scales of analysis. Students will gain basic skills of analyzing and producing visual ethnography to enhance their understanding of the intricate relationship between visuality and politics, and then extend into reflections over the crucial ethical questions about the author's authority as well as reciprocity with the subjects.

### **CULANTH 298 Special Topics in Cultural Anthropology (4 credits)**

This course offers an in-depth exploration of specific topics in one or more subdisciplines of anthropology that are not covered in existing anthropology courses. Potential topics include: Marxism, post-Marxism, and eco-Marxism; Fashion, Art, and Design; or Cultures of Fascism.

### **CULANTH 303 Politics of Food: Land, Labor, Health, and Economics (4 credits)**

Explores the food system through fieldwork, study, and guest lectures that include farmers, nutritionists, sustainable agriculture advocates, rural organizers, and farmworker activists. Examines how food is produced, seeks to identify and understand its workers and working conditions in fields and factories, and, using documentary research conducted in the field and other means, unpacks the major current issues in the food justice arena globally and locally. Fieldwork required, but no advanced technological experience necessary. At least one group field trip, perhaps to a local farm or farmers market, required.

### **CULANTH 304 Rethinking Progress: Capitalism, Development, and its Alternatives (4 credits)**

This course examines projects and ideas about development from the perspectives of economic anthropology, environmental anthropology, and critical studies of technology. It interrogates anthropocentrism by examining the heterogeneous actors and forces that shape the process of sociocultural and natural transformation. Ultimately, it leads students to a critical perspective that allows them to examine practices and discourses of development and progress and reflect on our collective future.

### **CULANTH 305 The Culture of Development: Africa (4 credits)**

This course takes up the vexed issue of economic development in Africa – its failures and its successes – from the early colonial period to the present, focusing especially on the transition from the 1960s “modernizing” moment to the Millennium projects and the humanitarian aid of

the present. We will read the works of development experts, World Bank executives, anthropologists and historians, exploring the challenges of these projects and what might be done in the future.

### **CULANTH 314/POLSCI 314 Migration, the State, and Refugees (4 credits)**

The refugee is caught between national and international political logics. Each country applies its own calculus for deciding which asylum seekers should be granted the status of refugee, and how refugees should be accommodated or denied access to public goods, rights and residency. This course examines the politics of national responses to record numbers of people seeking asylum, including bureaucracies of (in) validation, xenophobia, the construction of walls and detention centers, international accords, multicultural solidarity, and novel categories of citizenship. Contemporary responses to refugees reveal the interconnectedness of political and structural violence, the limits of humanitarianism and hope for new forms of international cooperation.

### **CULANTH 398 Advanced Topics in Anthropology (4 Credits)**

This course offers an in-depth exploration of specific topics in one or more subdisciplines of anthropology. Each instructor will design the course so that it offers an advanced-level exploration of a topic or theme of their choice and of student interest.

**Prerequisite:** CULANTH 101

### **CULANTH 405 Bodies, Medicine, Healing (4 credits)**

Illness and healing fundamentally shape our sense of the boundaries between nature and culture, life and death, mind and body, self and environment, and human and machine. The central goal of this course is to examine where, how, and why we encounter, challenge, bridge, or sustain these divisions. To pursue this goal, we examine the cultural, social, and political dimensions of biomedicine globally and cross-culturally. We study ethnographic writing as unique methodological and theoretical inroads into these perspectives. Our discussions will draw on both scholarly and popular cultural accounts of the experiential and interpretive aspects of medicine. Course readings introduce you to key concepts in critical medical anthropology, and trace health, illness, and biomedicine through gender, sexuality and race.

## Courses with Course Subject: Cultures and Movements (CULMOVE)

### **CULMOVE 115 Displacement and Identity: Stories of Diasporic Migration in China and the World (2 credits)**

This course explores diasporic cultures across Asia, Africa, and the Americas from historical and anthropological perspectives. We begin by exploring the rise of Chinatowns across the world, with an emphasis on the Chinese-American experience, particularly during the U.S. Civil Rights period. We then examine how transnational migration has historically shaped the worlds of indentured labor, colonial trade, and hybrid food cultures. From narratives of turtle soup and beer to the personal accounts of female Chinese scholars, African traders, and coolie laborers, we examine how stories of transnational mobility color our understandings of migration, race, gender, and global connection.

### **CULMOVE 201 Migration, Inequality and Culture (4 credits)**

This course introduces you to the major episodes and patterns in the history of human migration over the last millennium. We will examine how people on the move have shaped various institutions and cultural forms which illuminate global structures of power and inequality. We will learn how migrations have shaped and have been shaped by ideas and practices of race, class, gender, citizenship, colonialism, nation, nationalism, political movements, trade, religion, and labor. Ultimately, we will observe the change over time in the mutually constitutive relationship between migration and systems of power and inequality. While the arc of the course is historical, we will use various sociological, anthropological and political theories in our historical analysis of migration patterns and the social position of the migrants. Topics will include Indian Ocean trade networks, pilgrimage, Atlantic slave trade, mobility and colonial state building processes, and trans-national political movements.

### **CULMOVE 203 Wealth, Inequality and Power (4 credits)**

This course is about how some people get ahead and have income, wealth, and power while others stay poor. People generally agree that having some wealth is better than having none, but wealth – and the processes that create wealth – are perhaps more important than we usually acknowledge. In the course, we will distinguish wealth (ownership of houses, savings, and investments) from income (wages and salaries) and discuss why this difference matters. We will discuss how wealth, income, and other material benefits are distributed across people and families. Then we will spend the bulk of the term exploring the origins and consequences of wealth ownership and inequality.

### **CULMOVE 206 Ethnic and Religious Diversity in the Middle East (4 credits)**

What is the Middle East and how can we understand its diverse ethnic and religious groups from a political perspective? To answer these questions, this course will explore the topics of knowledge production, Orientalism, ethnicity, religion, and gender with ethnographic research conducted in the region. The Middle East has largely been mistaken as a homogeneous and

timeless place. We will examine how diverse and dynamic the region is and how national politics (often with Western intervention) has empowered or marginalized certain ethnic and religious groups in such countries, including Egypt, Turkey, Lebanon, Palestine, and Israel.

### **CULMOVE 301 Social Science Perspectives on China: From the Socialist Past to the Global Present (4 credits)**

This is an advanced course on social science approaches to the study of China. We will read social science research from a range of disciplines such as Geography, Anthropology, and Sociology. We will study how social science research informs our understandings of China, and how China challenges existing social science paradigms. We will cover issues that are particularly salient in the field of China studies, including the dynamics between the rural and the urban, theories of “guanxi” (social exchange), etc. Finally, we will add a comparative dimension by bringing in scholarly works that focus on other socialist and post-socialist countries such as Romania and Russia.

### **CULMOVE 302 Culture and Social Movements (4 credits)**

This course focuses on the culture and politics of social movements, interest groups, NGOs, and collective protest activity. This course explores theoretical approaches to understand the organizational, tactical, and affective dimensions of social discontent, resistance, collective action, and protest. It will also examine histories of direct action such as public provocation and moral shock, occupation of buildings and sit-ins, marches and street blocking, performance and “art-activism”. The students will be required to select and conduct an independent research project. Possible examples: Black Lives Matters, the Tea-Party, “white rage” and the election of Donald Trump, neo-fascist movements in Europe and elsewhere, the Arab Spring, environmental protest movements, labor activism, and suicide as a form of protest.

### **CULMOVE 390 Junior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Cultures and Movements. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

### **CULMOVE 490 Senior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Cultures and Movements. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their

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areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

## Courses with Course Subject: Cultures and Societies (CULSOC)

### **CULSOC 101 Cultures and Societies (4 credits)**

This course gives students a critical introductory look at the major's three main themes: culture, inequality, and social change. It aims to achieve two goals: 1. Introducing students to the basic ideas and debates on the concepts of inequality as drivers of cultural, societal, and historical change. 2. Examining how racial, ethnic, gender, class and other forms of differences drive changes at both local, and global and planetary scales; and how power plays a role in these historical changes. The course consists of a number of modules on topics including technology, environment, and new media. This course will prepare students for the 200 level ID courses that drive these discussions further onto more specific topics.

### **CULSOC 201 Social Inequalities (4 credits)**

This course examines the distribution of wealth, power, and status in society from a global perspective, exploring how various categories of social difference such as class, gender and sexuality, nationality, and race and ethnicity have been socially constructed and transformed into systems of inequalities. Issues related to poverty, taxation and redistribution policies, and social mobility will be considered. The empirical focus will be on quantitative data about large-scale social trends. This course will conclude with a consideration of the limits of our conventional understanding of "social inequalities."

### **CULSOC 205 /RELIG 205 Religion, Power, and Social Change (4 credits)**

Why hasn't religion disappeared? Many social theorists predicted that the power and influence of religion would fade away during the modernization process, yet religion remains a vital force in contemporary societies around the world. This course provides social scientific and humanities perspectives on religion and society, with an emphasis on the ways in which religion is implicated in issues of power and inequality and the roles religion has played in social change. In doing so, students will consider the impact that religion continues to have on individuals' lives and local communities as well as society more broadly.

### **CULSOC 301 Theories of Social Change (4 credits)**

How do cultures and societies change and evolve over time? Social change involves both shifts in large-scale social structures as well as changes in beliefs, practices, and social relationships at the local and individual levels. This course examines how major social theorists have understood and explained various forms of social change, with a particular focus on themes such as community, the environment, gender, globalization and migration, new media and technology, or religion. Students will not only study key theoretical conversations in cultural anthropology and sociology but also examine how scholars in these fields develop theoretical explanations in dialogue with their empirical findings.

### **CULSOC 390 Junior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Cultures and Societies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

**Prerequisite:** CULSOC 101

### **CULSOC 490 Senior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Cultures and Societies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

**Prerequisite:** CULSOC 390

## Courses with Course Subject: DKU (DKU)

### **DKU 101 (0 Credits)**

DKU 101 extends DKU's standard first-year orientation by creating a more in-depth course that familiarizes first-year students with the concepts, ideas, and principles necessary to be successful at DKU and in a liberal arts and sciences setting generally. This 7-week, non-credit, non-graded course meets weekly, and all DKU first-year students must take it during the first session of their first year. Attendance is required at all sessions in order to fulfill this degree requirement.

### **DKU 102 Talking Climate Change (2 credits)**

This university-wide course for all students is built around conversations with professors from all fields and disciplines. It shows how climate change is changing everything from data science, to economics, to literature and is designed to enable DKU students to understand how climate change will change the world in their lifetimes. There are no exams or tests in this course. Instead students will hear from DKU experts about how climate change is changing their fields, and then discuss among themselves how this will impact their thoughts and actions. Freshmen and sophomores are strongly encouraged to participate.

## Courses with Course Subject: Economics (ECON)

### **ECON 21 Introduction to Microeconomics (4 credits)**

This is the equivalent for Principles of Microeconomics from Advanced Placement on the basis of a score of 4 or 5 on the Advanced Placement Microeconomics exam, or credit for a sufficient score on a Duke Kunshan University -recognized international examination such as the International Baccalaureate.

### **ECON 22 Introduction to Macroeconomics (4 credits)**

This is the equivalent for Principles of Macroeconomics from Advanced Placement on the basis of a score of 4 or 5 on the Advanced Placement Macroeconomics exam, or credit for a sufficient score on a Duke Kunshan University-recognized international examination such as the International Baccalaureate.

### **ECON 101 Economics Principles (4 credits)**

Basic microeconomic concepts such as demand and supply, market structures and pricing, market efficiency and equilibrium. Macroeconomic concepts such as inflation, unemployment, trade, economic growth and development. Different perspectives on issues of monetary and fiscal policy. Emphasis on public policy issues and the logic behind the economic way of thinking.

### **ECON 201 Intermediate Microeconomics I (4 credits)**

Introduction of the concepts of preferences and technologies. Intermediate development of the theory of demand, supply and competitive equilibrium from individual preferences and technologies. Income and substitution effects, uncompensated demand and marginal willingness to pay. Conditions under which competitive markets result in efficient outcomes. Conditions under which government policy has the potential to increase efficiency. Tension between economic efficiency and different notions of equity.

**Prerequisite(s):** ECON 101.

**Anti-requisite:** PUBPOL 205

### **ECON 202 Intermediate Microeconomics II (4 credits)**

Calculus-based generalization of the theory of demand and supply developed in Intermediate Microeconomics I. Individual behavior in environments of risk and uncertainty. Introduction to game theory and strategic interaction. Adverse selection, moral hazard, non-competitive market structures, externalities, public goods.

**Prerequisite(s):** ECON 201; MATH 101 or 105

### **ECON 204 Intermediate Macroeconomics (4 credits)**

Intermediate level treatment of macroeconomic models, fiscal and monetary policy, inflation, unemployment, economic growth.

**Prerequisite(s):** ECON 101

### **ECON 206/COMPSCI 206 Computational Microeconomics (4 credits)**

Use of computational techniques to operationalize basic concepts from economics. Expressive marketplaces: combinatorial auctions and exchanges, winner determination problem. Game theory: normal and extensive-form games, equilibrium notions, computing equilibria. Mechanism design: auction theory, automated mechanism design.

**Prerequisite(s):** MATH 101 or 105; and STATS 101 or MATH 206; and COMPSCI 101 or COMPSCI 201 or STATS 102

### **ECON 207 Survey of Economic Policy (4 credits)**

This course will cover a variety of economics policy-oriented topics throughout the course utilizing the tools of analysis introduced in ECON 101. Examples include the financial crisis in Greece, merger analysis, free trade areas, social security, and unemployment. The course will provide students with an introduction to the topics covered in the advanced classes in economics including industrial organization, public finance, game theory, international trade, and intermediate macroeconomics.

**Prerequisite(s):** ECON 101

### **ECON 211 Intelligent Economics: An Explainable AI approach (4 credits)**

This course explores the interdisciplinary conversation between economics and artificial intelligence (AI). In experiential education, this course shows how the two disciplines advance each other by an explainable AI approach: economics makes AI more explainable by clarifying causal relationship and AI empowers economic applications by increasing efficiency. Advanced research in Microeconomics, Macroeconomics, and Behavioral and Experimental Economics is covered with both general literature review and a case study. The course concludes with a capstone project where students produce academic research and automated products collaboratively in a team of Economist, Data Scientist, and Data Engineer.

**Prerequisite(s):** MATH 101 or 105; and STATS 101 or MATH 206; and COMPSCI 101 or 201 or STATS 102

### **ECON 212 Comparative Economic History (4 credits)**

The goal of this course is to introduce students to recent research in economic history and to prepare them to undertake their economics history research. It will be grounded in a consideration of diverse comparative case studies. Students will work to find what differentiates economic histories and what histories share. Topics include comparative economic growth and development, as well as the contours of globalization. Students are encouraged to take a

comparative approach to common questions, such as how have different societies industrialized and how to explain the income inequality within and among nations.

**Prerequisite(s):** ECON 101 or consent of instructor

### **ECON 213 Sustainable Investing (4 credits)**

This course introduces the theoretical foundation, empirical evidence, and practice of environmentally and socially responsible investing globally and in China. We will examine the strategies in ESG (environmental, social, and governance) investing and impact investing. We will also discuss how policies, markets, and social norms can mobilize investment in sustainability. We will pay particular attention to the climate finance that stimulates investment in decarbonization and conservation finance that promotes biodiversity conservation in investment activities. The course is a combination of lectures and seminars. ECON 101 is helpful but not required.

**Prerequisite:** ECON 101

### **ECON 225/HIST 225 History of Economic Thought (4 credits)**

This course studies approaches to economic problems from Aristotle to Keynes, emphasizing certain models and doctrines—their origins, relevance, and evolution. The course also incorporates the study of economic theories from a diverse array of thinkers outside the western tradition.

### **ECON 301 Health Economics (4 credits)**

Economic aspects of the production, distribution, and organization of health care services, such as measuring output, structure of markets, demand for services, pricing of services, cost of care, financing, mechanisms, and their impact on the relevant markets.

**Prerequisite(s):** ECON 201 or PUBPOL 205; SOSC 205 or Consent of the Instructor

### **ECON 302 Environmental Economics & Policy (4 credits)**

The role of the environment in the theory and practice of economics. Topics include ways in which markets fail to efficiently allocate resources in the presence of pollution, along with the array of policies regulators used to correct those failures; the empirical techniques used by economists to put values on environmental commodities; and an examination of questions related to everyday environmental issues, particularly those confronting China, and the developing world.

**Prerequisite(s):** ECON 201; SOSC 205 or Consent of the Instructor

### **ECON 303 Financial Institutions (4 credits)**

The operations of commercial and central banking and non-banking financial institutions and instruments in the United States, determination of monetary aggregates and interest rates, the financial impacts of Treasury operations, and the linkages from Federal Reserve actions to price level, employment, economic growth, and balance of payments objectives. Coverage of models of monetary economics (for example the Cagan money demand function, cash in advance models). The dynamics and real effects of inflation.

**Prerequisite(s):** ECON 204; SOSC 205 or Consent of the Instructor

### **ECON 304 Economic Growth (4 credits)**

Examination of the enormous differences in living standards across countries, which reflect differences in growth experiences. Course studies both analytical foundations of modern growth theory and the most recent advances in modeling to shed light on old and new questions about such experiences.

**Prerequisite(s):** ECON 202; SOSC 205 or Consent of the Instructor

### **ECON 305 Mathematical Economics (4 credits)**

The purpose of the Mathematics for Economics course is to provide students with a survey of the basic math tools applied in the study of intermediate and advanced level Microeconomics, Macroeconomics, Econometrics and related areas such as Finance, Supply Chain Management, and Business Analytics. The course covers three main topics: 1) Applied Calculus; 2) Linear Algebra; and, time permitting, 3) an introduction to Dynamic Optimization.

**Prerequisite(s):** ECON 201; SOSC 205 or Consent of the Instructor

### **ECON 307 History of Monetary & International Crises (4 credits)**

Course examines monetary/financial crises plaguing the world since the 16<sup>th</sup> century. Analyzes origin, unfolding, and impact of crises, debates generated by them, and formulation/implementation of policy measures. Attention is paid to international implications/connections on European/Asian money supply, banking/credit systems; reaction to South Sea Bubble and John Law Credit Systems in numerous European nations; experiments with paper money in America; rise/demise of gold standard in 19<sup>th</sup>/20<sup>th</sup> century; currency and exchange rate problems of last three decades. Case studies will be selected and assigned according to participants' interests.

**Prerequisite(s):** ECON 204; SOSC 205 or Consent of the Instructor

### **ECON 309 Behavioral Finance (4 credits)**

The field of Behavioral Finance uses psychology to explain anomalies that we observe in the financial markets—investment behavior that are not consistent with the classical economic models of rational decision-making. In behavioral models, we recognize that individuals (and markets) may behave irrationally, sometimes for extended periods of time. Using some of the more popular and accepted theories of human behavior from the fields of psychology and

decision-making, we will characterize some prevalent features of irrational behavior in the financial markets. We will discuss typical errors made by financial market participants as a result of behavioral biases, and examine the extent to which irrationality can affect financial markets at the aggregate level (“bubbles”), how long irrationality may persist, and what factors will eventually cause these bubbles to burst (“crashes”).

**Prerequisite(s):** ECON 101, SOSC 205 or Consent of the Instructor

### **ECON 310 Urban Economics (4 credits)**

Introduction to urban and spatial economics. Neoclassical monocentric city spatial model, patterns of land values, property prices, residential density and impact of distressed communities on broader development. Systems of cities and regional growth, role of cities in economic development. United States urban features: ethical and socio-economic effects of housing segregation and implications for discrimination. Tradeoffs between efficiency and fairness in housing resource allocation. Business location theory, impact of innovations in transportation, and technology’s effect on work patterns.

**Prerequisite(s):** ECON 201; SOSC 205 or Consent of the Instructor

### **ECON 314 International Trade (4 credits)**

The economics of globalization and trade policy are the focus of this course. Topics will include the Ricardian Model of Comparative Advantage, benefits (and costs) of free trade, trade policies and protectionism, trade and economic relations between industrialized countries, policies toward developing countries and the development of multilateral international institutions, such as the World Trade Organization (WTO) and the European Union. At all times the economic theory we study will be presented in the context of current and historical events and ongoing International Trade and policy debates.

**Prerequisite(s):** ECON 201; SOSC 205 or Consent of the Instructor

### **ECON 315/PUBPOL 315 Economics of the Public Sector (4 credits)**

Applies tools of intermediate microeconomics to the public sector. Develops economic justifications for government intervention into the economy and examines and evaluates various government policies and programs. Provides a solid foundation for applied benefit cost analysis.

**Prerequisite(s):** ECON 201 or PUBPOL 205; SOSC 205 or Consent of the Instructor

### **ECON 317/MATH 317 Quantitative Finance (4 credits)**

This is a course in mathematical models in finance, centered around the problem of how to apply quantitative methods to accurately solve finance problems. The first part of the course focuses on the success of mathematical finance in traditional areas. These include the time value of money, risk diversification, and factor models. The second part of the course emphasizes how to apply modern machine learning methods to finance datasets and introduces some popular regression and classification methods will be introduced. Specifically, this course addresses what is the difference between financial data and other data and how should machine learning methods be applied in this field. Some coding experience is encouraged, but not strictly required.

**Prerequisites:** MATH 201 and 202; and MATH 206 or equivalent probability course. Some coding experience is encouraged, but not strictly required.

### **ECON 318 Game Theory (4 credits)**

This course introduces game theory to undergraduate students in various disciplines. It focuses on the fundamentals of game theory, including basic concepts and techniques, various ways of describing and solving games, and various applications in economics, political science, and business.

**Prerequisite(s):** ECON 201 or Consent of the Instructor; SOSC 205 or Consent of the Instructor

### **ECON 333/SOSC 333 Social and Economic Networks (4 credits)**

Individuals are embedded in a network of relationships used to exchange information and favors, access economic opportunities and share risk. The structure of these relationships determine the individual's opportunities and the aggregate outcomes of social and economic systems. The course will discuss the typical properties of network structures (e.g. 6-degrees of separation, clustering, homophily and segregation), how network ties are formed and how agents interact through these ties. Students will learn about a wide range of applications, including the spread of diseases, fashions and political opinion; financial networks; networks in organizations and the labor market; online social networks, etc. Familiarity with quantitative reasoning and calculus is expected, and some degree of familiarity with programming (especially in Python) will be an advantage, though not a prerequisite.

**Prerequisite:** STATS 101; SOSC 205 or Consent of the Instructor

### **ECON 401 Competitive Strategy and Industrial Organization (4 credits)**

Foundations of the field of industrial organization, including the theory of the firm, models of competition, market structure, pricing and dynamic models. Emphasis on theory with support from specific industries, including telecommunications, retail and airlines.

**Prerequisite(s):** ECON 202

### **ECON 402 International Finance (4 credits)**

Analysis of the determinants of international capital movements, trade imbalances, and nominal and real exchange rates. Policy debates such as the foreign indebtedness of the United States, emerging market debt crises, exchange-rate-based inflation stabilization, and balance-of-payment crises.

**Prerequisite(s):** ECON 204

### **ECON 404/ENVIR 404 Environmental Justice: The Economics of Race, Place and Pollution (4 credits)**

Minorities and low-income households bear a disproportionate burden from environmental pollution. The inequality may happen in many countries, cultures and contexts. This course examines ways in which environmental injustices in the USA, China and in the world may arise

out of discriminatory behavior and/or market forces founded on individual, firm, and government incentives. The course also analyses policies that are aimed at providing fair treatment and equal protection from pollution regardless of race, color, or income. The course first sets the theoretical framework used to document and explain disproportionate exposures. Based on this foundation, students then review existing empirical evidence through case studies and evaluate competing explanations of sources of injustice. The objective of this course is to enable students to examine environmental justice issues using an economics framework, which provides a different perspective for evaluating policies to address environmental inequities observed in today's world.

**Prerequisite(s):** ECON 201

#### **ECON 411/MATH 411 Stochastic Process for Finance (4 credits)**

This is a course in mathematical models in finance, centered around the problem of building mathematical models for the stock market and its applications in pricing and hedging derivative securities. Due to the uncertainty inherent in the evolution of the stock market, the theory naturally involves probabilistic tools and structures such as conditioning, martingales, and Markov processes. To focus on the main idea, the course works with a simple model so-called binomial asset pricing model for the discrete cases, and the geometric Brownian motion model for the continuous cases, for most of the time. In addition, some finance theories behind and application to empirical data will be discussed. Some coding experience is encouraged, but not strictly required.

**Prerequisite(s):** Prerequisite: MATH 101 or 105; and MATH 206 or equivalent probability course

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**Courses with Course Subject: English (ENGLISH)**

**ENGLISH 20 Literature and Composition (4 credits)**

Credit for Advanced Placement on the basis of the College Board examination in Literature and Composition.

**ENGLISH 22 Composition and Language (4 credits)**

Credit for Advanced Placement on the basis of the College Board examination in Composition and Language.

## Courses with Course Subject: English for Academic Purposes (EAP)

### **EAP 101A Writing about Language Learning – A (2 credits)**

This is a content-based academic English skills course focused on writing, designed for first term EAP-track students. In this course students will study one or more issues related to language learning (e.g. how to sustain motivation); then they will write course papers presenting their views on these issues. Students will learn how to research an issue, and how to appropriately quote and/or cite sources. They will learn how to plan and write course papers that summarize the views of others, state clear positions in response, and make cases for those positions. Students will also practice making short presentations. Additionally, students will design and carry out plans to improve the accuracy of their written English. This course, required for EAP-track students, is normally taken in Year 1, Term 1.

### **EAP 101B Writing about Language Learning – B (2 credits)**

Continuation of EAP 101A.

**Prerequisite(s):** EAP 101A

### **EAP 102A Writing about Culture Learning – A (2 credits)**

This is a content-based academic writing course for EAP-track students that further builds written and oral communication skills introduced in EAP101. In this course students will study generalizations that are often made about significant aspects of a Western culture (e.g. the idea that U.S. culture is relatively individualistic); then they will write papers in which they analyze and critically examine these generalizations. Students will practice researching issues and appropriately making use of resource materials. They will practice planning and writing course papers in which they take a stand on an issue and then make a case for their position. Students will also share ideas by making presentations. This course, required for EAP-track students, is normally taken in Year 1, Term 2.

**Prerequisite(s):** EAP 101B

### **EAP 102B Writing about Culture Learning – B (2 credits)**

Continuation of EAP 102A.

**Prerequisite(s):** EAP 102A

### **EAP 103 Writing about Intercultural Encounters (2 credits)**

This course is about one of the most important and interesting topics in today's globalizing world – intercultural communication. In this course, students will build academic English skills through the study of intercultural communication. They will learn about the intercultural communication process and the factors that affect interpretive judgements made in intercultural encounters. In this course students will also build intercultural communication skills and oral English skills through group discussion activities (e.g. critical incident exercises). Students will also build

written English skills by writing short essays in which they analyze intercultural encounters. Additionally, students will design and carry out plans to further improve the accuracy of their written English. This is an elective course for EAP track students.

### **EAP 110 Presenting Ideas to Global Audiences (2 credits)**

In this course students will learn how to give more effective presentations in English by first studying presentations available on websites such as TEDtalks and then giving brief in-class presentations.

### **EAP 201 Building Intercultural Competence (4 credits)**

In this course, students will build academic English skills through the study of intercultural communication. They will learn about the intercultural communication process and the factors that affect interpretive judgements made in intercultural encounters. In this course students will also build intercultural communication skills and oral English skills through group discussion activities (e.g., critical incident exercises). Students will also build written English skills by writing short essays in which they analyze intercultural encounters. Additionally, students will design and carry out plans to further improve the accuracy of their written English. This is an elective course for EAP track students.

**Prerequisite(s):** EAP 102B or equivalent

### **EAP 202 Studying Cultures through the Media (4 credits)**

In this course students will carefully and critically learn about other cultures by studying media products (e.g., films, television programs, pop songs, etc.) from those cultures, and learn to make effective presentations through which they share the results of their studies. The specific media products focused on in the course will vary according to instructor. This is an elective course for EAP track students.

**Prerequisite(s):** EAP 102B

### **EAP 203 Global Languages (4 credits)**

In this course students will study the rise of global languages such as English and Chinese. They will build academic reading skills by studying the history of global languages and the factors (e.g., political, economic, cultural, etc.) that have led to the rise of these languages to global status, and they will develop the ability to present arguments both orally and in writing by making cases about the likely future prospects of these languages. This is an elective course for EAP track students.

**Prerequisite(s):** EAP 102B

### **EAP 204 Endangered Languages (4 credits)**

In this course students will learn about the issue of endangered languages by studying one particular endangered or threatened language, its current status, and the society in which it is used. Students will then build argumentation skills by making a case, presented through both

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written papers and oral presentations, for what should be done – or not be done – about the issue. This is an elective course for EAP track students.

**Prerequisite(s):** EAP 102B

### **EAP 205 Strategies for Independent Language Learning (4 credits)**

In this course students will learn about independent language learning by designing and carrying out a project to improve some aspect of their second language skills. In the course students will learn about major factors that play a role in independent language learning (e.g., learner autonomy, language learning strategies, motivation). Students will keep journals as they carry out their projects, and write final reports drawing on material from their journals. This is an elective course for EAP track students.

**Prerequisite(s):** EAP 102B

## Courses with Course Subject: Environment (ENVIR)

### **ENVIR 20 Environmental Science (4 credits)**

Credit for Advanced Placement on the basis of the College Board examination in Environmental Science

### **ENVIR 101 Introduction to Environmental Sciences (4 credits)**

An introduction to the study of environmental sciences and policy through exploration of basic environmental principles in the life, physical, and social sciences. Emphasis on understanding how the atmosphere, hydrosphere, lithosphere, cryosphere, and biosphere function, and how these spheres interact with human consumption, production, and technological patterns and processes. The course includes field trips to local sites as relevant.

### **ENVIR 102 Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment (4 credits)**

Introduction to the dynamic processes that shape the Earth, the oceans, and the environment and their impact upon society. Earth science topics might include volcanoes, earthquakes, seafloor spreading, floods, landslides, groundwater, seashores and geohazards. Ocean sciences topics might include seafloor evolution, marine hazards, ocean currents and climate, waves and beach erosion, tides, hurricanes/cyclones, marine life and ecosystems, and marine resources. Emphasis on the formulation and testing of hypotheses, quantitative assessment of data, and technological developments that lead to understanding of the biosphere dynamics and associated current and future societal issues.

### **ENVIR 201 Applied Environmental Science and Policy (4 credits)**

An examination of the interactions between the natural and the social systems as they relate to the environment. Focuses on ecological and earth system cycles, processes, and fundamental relationships, the environmental impact of human-induced change at the local, regional, and global levels. The role of technology and the policy process in determining how environmental problems evolve are addressed. Students will make use of ethical analysis to evaluate environmental tradeoffs, use case studies to integrate multiple disciplinary perspectives on environmental problems and to address issues of environmental justice.

### **ENVIR 202 Biodiversity and Conservation (4 credits)**

An overview of biological diversity, its patterns, and the current extinction crisis. Historical and theoretical foundations of conservation, from human values and law to criteria and frameworks for setting conservation priorities; island biogeography theory, landscape ecology, and socioeconomic considerations in reserve design; management of endangered species in the wild and in captivity; managing protected areas for long term viability of populations; the role of the

landscape matrix around protected areas; and techniques for conserving biological diversity in semi-wild productive ecosystems such as forests.

**Prerequisite(s):** ENVIR 102 or Consent of the Instructor

### **ENVIR 203 The Theory and Practice of Sustainability (4 credits)**

This course is an introduction to the theories and practices of sustainability. Sustainability is the art of living well, within the ecological limits of a finite planet. Sustainable development aims to balance economic efficiency, environmental compatibility and social equity. Students will learn and apply various concepts, frameworks, and tools related to sustainability (e.g., UN Sustainable Development Goals, planetary boundaries, circular economy, life cycle thinking, cost benefit analysis, carbon footprint, sustainability accounting and reporting). In this activity-based course, students will become practiced in sustainable approaches to environmental problems.

### **ENVIR 204 Global Environmental Issues and Policies (2 credits)**

This course examines problems associated with the interaction of humans with their environment. This course mainly focuses on various global environmental concerns, such as climate change, biodiversity, environmental pollution, and natural resources. This course explores case studies illustrating specific problems in different regions and countries and the proper role of local governments and intergovernmental organizations in the regulation of the environment. Students will also be expected to participate in discussions or debates on climate and environment-related issues including role play.

### **ENVIR 206 Energy and the Environment (4 credits)**

This course provides an overview of the challenges confronting humanity as a consequence of our reliance on energy. Challenges include dwindling supplies, rising demand and environmental degradation. Realistic responses require an understanding of the complexity of the energy system, including energy resources, uses, and impacts, in the context of social, political and economic imperatives. Lectures will be augmented by presentations from guest speakers from industry, government and non-profit organizations.

### **ENVIR 208 Environmental Data Analytics (4 credits)**

Environmental data exponentially grow in both volume and dimension. Analyzing those big data requires innovative methods from modern statistics and machine learning. This course aims to arm students with statistical and machine learning skills to analyze environmental data. This course covers linear models, tree-based models, support vector machines, deep learning, and unsupervised learning, but concentrates on their applications to environmental data (e.g., satellite imagery) through (1) regression; (2) classification; (3) unsupervised learning; and (4) time series analysis. After completing this course, students are expected to be fluent in environmental big data and modern machine learning algorithms.

**Prerequisite(s):** STATS 101 or STATS 102 or COMPSCI 101 or COMPSCI 201

### **ENVIR 301 International Environmental Policy (4 credits)**

This course examines the international community's responses to various global environmental problems. Because many environmental problems cross national borders, solutions require some form of global governance such as state-led mechanisms in the form of international environmental regimes. The course will thus explore how and why states both succeed and fail to negotiate international governance mechanisms. The course will also examine why some international environmental regimes are more effective than others and why states choose to comply with environmental regimes.

### **ENVIR 302 Environmental Economics & Policy (4 credits)**

The role of the environment in the theory and practice of economics. Topics include ways in which markets fail to efficiently allocate resources in the presence of pollution, along with the array of policies regulators used to correct those failures; the empirical techniques used by economists to put values on environmental commodities; and an examination of questions related to everyday environmental issues, particularly those confronting China, and the developing world.

**Prerequisite(s):** ECON 201

### **ENVIR 303 Climate Change and Society in China (4 credits)**

Analysis of Earth's climate history and links between climate and society in China, as well as physical climatology and the future climate in China. Topics include: global climate system, climate feedback, energy balance, basic circulation of the atmosphere and ocean, hydrological cycle and carbon cycle, paleoclimate reconstruction, record of natural variations of past climate with emphasis on past changes of monsoon rainfall reconstructed from paleoclimate archives for the past, extrinsic forcing mechanisms of observed paleoclimatic variations. The impact of climate variability and change on Chinese society and history will be discussed.

**Prerequisite(s):** ENVIR 101 or Consent of the Instructor

### **ENVIR 304 Environmental Chemistry and Toxicology (4 credits)**

An overview of the fate and effects of chemicals in the environment. Topics include chemical characterization of pollutants, chemistry of natural waters, soil sediment chemistry, atmospheric chemistry, transfers between and transformations within environmental compartments, toxicokinetics, cellular metabolism, biological levels of organization, and approaches for assessing chemical hazards. Incorporates case studies focused on human health and ecosystem protection.

**Prerequisite(s):** CHEM 110

### **ENVIR 305 Environment and Development Economics in Developing Countries (4 credits)**

Course will focus on the major challenges developing countries face in balancing environmental management and economic growth. Class will use economic analyses to examine these

challenges and to devise policy solutions, especially given that developing countries often have weak institutional capacity and fewer financial resources to cope with environmental pollution.

**Prerequisite(s):** ECON 101, or Consent of the Instructor

### **ENVIR 306 Water Pollution (4 credits)**

This course is designed to present students with a comprehensive introduction to the sources and impacts of pollution in marine and freshwater environments. Fundamental concepts and principles of aquatic biogeochemistry will be introduced first, including marine and freshwater chemistry, primary production and food webs. Specific pollution topics will include biological (e.g., pathogens, invasive species), physical (e.g., thermal, plastics), and chemical (e.g., nutrient loading, oil, pesticides, metals) pollutants. Recent case studies will be discussed in class such as the Fukushima disaster and the Deepwater Horizon oil spill. A field trip will be organized to visit a local sewage treatment plant in Kunshan.

**Prerequisite(s):** BIOL 110 and CHEM 110 or Consent of the Instructor

### **ENVIR 308 Life Cycle Assessment (4 credits)**

This course introduces life cycle assessment (LCA) and its applications. Students will learn how to perform LCA. LCA is a systematic and standardized assessment method for quantifying potential environmental impacts of products, processes, and services. It also has been widely applied to understand environmental sustainability of different engineered systems (e.g., energy, water, food, buildings, waste management, and transport). The systems thinking involved in LCA aims to avoid unintended burden shifting from one environmental impact to another, or from one part of the system to another. LCA related concepts such as carbon accounting and water footprint analysis will also be covered.

**Prerequisite(s):** ENVIR 101 or consent of instructor

### **ENVIR 310 Elements of Physical Hydrology (4 credits)**

This course introduces the fundamental physical principles that are necessary to understand the occurrence, distribution, and circulation of water near Earth's surface. Students will be introduced to the global hydrological cycle and the influence of climate, geology, and human activity. Students will study the processes of precipitation and evapotranspiration; surface water flow, floods, and storage in natural and artificial reservoirs; groundwater flow; and whole-cycle catchment hydrology. Although less emphasized, water-quality and water resources management issues will be discussed and case studies presented. The course will also provide an introduction to hydrological data acquisition and analysis.

**Prerequisite(s):** MATH 101 or 105; PHYS 121

### **ENVIR 311/BIOL 311 Biogeochemistry (4 credits)**

Biogeochemistry is the study of how chemical elements flow through living systems and their physical environments. This course will investigate the factors that influence the cycling of those elements that are essential to life as well as the liberation, transport and exposure pathways of

toxic trace elements. Concepts of nutrient limitation, element stoichiometry, primary productivity and carbon sequestration will be covered in depth, and will be applied to the study of human impacts on the global biogeochemical cycles of water, carbon, nutrients and trace metals.

**Prerequisite(s):** BIOL 110 and CHEM 110

### **ENVIR 313/BIOL 313 Ecosystem Service (4 credits)**

Ecosystem services are the benefits that people obtain from ecosystems and utilizes a system level approach to examine the interactions between four services. The course will include discussion of nutrient recycling as a supporting service, food production as a provisioning service, carbon sequestration as a regulating service and education as a cultural service as well as how they fit together in a sustainable system. Students will learn through case studies of the application of conservation, restoration and market valuation approaches to protecting critical ecosystem processes.

**Prerequisite(s):** BIOL 208 or Consent of the Instructor

### **ENVIR 315/CHEM 315 Aqueous Geochemistry (4 credits)**

This course is designed to provide the student with an understanding of the fundamentals of aqueous geochemistry. This course focuses on the fundamental aquatic geochemical processes (e.g. mineral precipitation/dissolution, solution complexation, acid-base chemistry) that shape and transform the Earth's surface as a result of rock-water interactions, and associated impacts on the fate and transport of inorganic and organic contaminants in aqueous and geochemical environments. Topics to be covered include the chemical composition of soils, geochemical speciation, mineral weathering and stability, sorption and ion exchange, soil redox processes, chemical kinetics at environmental surfaces, and the nature, composition, structure, and properties of pollutants coupled with the major chemical mechanisms controlling the occurrence and mobility of chemicals in the environment.

**Prerequisite(s):** CHEM 110

### **ENVIR 323/ BIOL 323 Plant Environmental Stress Biology (4 credits)**

This course offers students a thorough understanding of plant responses to various environmental stressors, such as heat, drought, bacteria, and viruses. Central to the course is the exploration of the signaling pathways in terms of molecular biology, elucidating how plants detect and react to these stresses at the molecular level. In an era of changing global climate and escalating human impact on ecosystems, grasping plant resilience and adaptability is paramount. Beyond its foundational significance in botany, this knowledge intersects with agriculture, environmental conservation, and sustainability. Lab sessions enable direct observation of stress effects on plants and experimentation with potential adaptations. With a prerequisite of BIOL 201, students possess a baseline biology knowledge, priming them to explore plant reactions to environmental pressures in depth.

**Prerequisite(s):** BIOL 201

### **ENVIR 401 Energy and Environment Design (4 credits)**

An integrative design course addressing both creative and practical aspects of the design of systems related to energy and the environment. Development of the creative design process, including problem formulation and needs analysis, feasibility, legal, economic and human factors, environmental impacts, energy efficiency, aesthetics, safety, and design optimization. Application of design methods through a collaborative design project.

### **ENVIR 402 Chemical Transformation of Environmental Contaminants (4 credits)**

Mechanisms and principles underlying organic contaminant transformations in the ambient environment. Topics include hydrolysis, oxidation/reduction, direct and indirect photolysis, and reactions with disinfectant chemicals. Reactions will be considered in context of both natural (e.g., surface water and cloudwater) and engineered (e.g., drinking water, wastewater, and groundwater remediation) systems. Approaches will include both qualitative (reaction mechanism and product identification) as well as quantitative (reaction kinetics and stoichiometry) aspects of environmental reaction chemistry.

**Prerequisite(s):** CHEM 201

### **ENVIR 403 Energy Economics and Policy (4 credits)**

This course examines the economics of markets and policies for different energy supply sources (such as petroleum, coal, natural gas, electricity, renewables, nuclear), energy demand and efficiency, and their interactions with each other and with the rest of the economy and environment. We will explore rationales for why markets for energy and energy-using technologies have historically been subject to extensive government intervention. Other topics include markets for energy and energy-using technologies, energy price regulation, and energy security.

**Prerequisite(s):** ECON 101

### **ENVIR 404/ECON 404 Environmental Justice: The Economics of Race, Place and Pollution (4 credits)**

Minorities and low-income households bear a disproportionate burden from environmental pollution. The inequality may happen in many countries, cultures and contexts. This course examines ways in which environmental injustices in the USA, China and in the world may arise out of discriminatory behavior and/or market forces founded on individual, firm, and government incentives. The course also analyses policies that are aimed at providing fair treatment and equal protection from pollution regardless of race, color, or income. The course first sets the theoretical framework used to document and explain disproportionate exposures. Based on this foundation, students then review existing empirical evidence through case studies and evaluate competing explanations of sources of injustice. The objective of this course is to enable students to examine environmental justice issues using an economics framework, which provides a different perspective for evaluating policies to address environmental inequities observed in today's world.

**Prerequisite(s):** ECON 201

## Courses with Course Subject: Ethics and Leadership (ETHLDR)

### **ETHLDR 101 Ethics and Leadership (4 credits)**

This interdisciplinary course draws on philosophy, sociology and public policy to explore ethical leadership in the twenty-first century. From the challenges facing governments to decisions students confront daily, this course seeks to create and evaluate solutions to ethical dilemmas in a global world. Does a government have the right to insist on another government's adherence to human rights standards? Should a museum be forced to return artifacts that were stolen centuries before the museum acquired them? Do corporations have an obligation to invest in their local communities? Do we have an obligation to help the poor and if so, why?

### **ETHLDR 108 Democracy and Inclusion: Hopes, Prospects, Dilemmas (2 credits)**

Existing democracies are marred by long-standing inequalities, deep-seated exclusions, and profound injustices. Many argue, however, that it is possible to create much more "inclusive" democratic societies. This course examines the core ideals behind this hope, the prospects for its realization, and the dilemmas of its pursuit. We look at normative and empirical literatures, drawn from diverse contexts and disciplines. Central questions include: When actors envision a more "just," "inclusive" democratic society, what precisely are they envisioning? How do they justify their visions? What major strategies have been employed to create more "inclusive" democratic processes, and how effectively have they worked?

### **ETHLDR 201 Ethics, Citizenship and the Examined Life (4 credits)**

Ethics, Citizenship and the Examined Life explores several related themes. It attends to traditional Asian and Western ideals and contemporary analyses of moral self-cultivation, personal achievement and meaning; to obligations beyond the self – to family, community, religion, party, nation, and humanity – and whether it is possible to reconcile the criteria for "doing the right thing" across cultures and ages; and to the ways in which Asian and Western philosophical and political traditions have addressed the relationship between a meritocratic elite and democratic forms of government.

**Prerequisite(s):** GLOCHALL 201

### **ETHLDR 204 Environmental Ethics (4 credits)**

This course addresses the morality of respecting the natural world, including plants, animals and all forms of planetary life for their own sake. Is pollution of air and water wrong in itself, and not simply because it damages resources that present and future generations of human beings need? Does the suffering of nonhuman animals impose a moral claim upon human beings? Do all species have a claim to survive in the face of human development? Different philosophical theories as well as a variety of cultural traditions of thought about the environment will be studied and discussed.

### **ETHLDR 205 Trust and Cross-Cultural Leadership (4 credits)**

Leadership works through the cultivation of trust between leaders and the people they lead. Leaders make trade-offs in providing direction (“coercive control”) versus cultivating trust-based commitment (“enabling control”). Recently, there has emerged the concept of “soft power,” which is the power to get others to want what you want through their attraction to your culture. Leaders often face the challenge of fostering trust across diverse cultures, values, and beliefs. This course draws on philosophy, political science, organizational behavior, sociology and psychology to study the conditions that foster trust within and across societies, and between leaders, the institutions of governance and the governed.

### **ETHLDR 206 Global Justice and Health Care (4 credits)**

The gap between those who receive the best health care and those who receive the worst health care in the world is staggering. Do all people have an equal right to long life and prosperity regardless of where they happen to live? Is there a right to basic health care? What should the most advantaged nations do for the least advantaged? This course studies philosophical theories of global justice, along with particular issues such as the “brain drain” of health care personnel from developing to rich countries, and the alleged bias of pharmaceutical companies against developing drugs most needed in developing markets.

### **ETHLDR 209 The Psychology of Values (4 credits)**

Human beings value things. We find things important, meaningful, admirable, righteous, sacred, worth pursuing, and so on. Because so much of our lives involves this process of valuing things, it is a process that we should try to understand in a rigorous way. To that end, this course examines the psychological basis of human values and the processes involved in forming and expressing those values. Within that examination, it pays special attention to issues underlying the question of how people might navigate cross-cultural spaces, exploring how we might understand various values as universal or culturally-dependent, innate or learned, fixed or flexible, and so on. In doing so, it provides a vital foundation for discussions of values that occur in fields like philosophy, religious studies, politics, and public policy.

### **ETHLDR 210 The Sociology of Morality and Politics (4 credits)**

Religious, philosophical, social and cultural psychology explain how morality varies so much across cultures, despite the fact that cultures share so many similarities and recurrent themes. This course explores the foundation, the virtues, narratives, and institutions that sit on top of shared moral foundations, and the ways in which they lead to conflict within and across nations as well as the possibilities for managing that conflict.

### **ETHLDR 301 Ethics of Nudging (4 credits)**

Behavioral economics and the idea of “nudging” have captured the attention of policy makers and the public. The idea that situations can be structured to make some choices and practices easier (and thus more likely) and make others harder (and thus less likely) is well established in

psychology, organizational behavior, political science and sociology, but this raises the question of whether it is ethical for those in power to intentionally structure situations to nudge people one way or the other. This course will examine the work on behavioral economics and nudging, and the earlier research in other fields that underpins “nudging” and the practical moral dilemmas it raises.

### **ETHLDR 303/BEHAVSCI 303 Organizational Behavior and Leadership (4 credits)**

What makes an effective and ethical leader? This course covers three critical pillars of organizational leadership. First, students discuss the foundations of effective, emotionally intelligent, and performance-boosting management of the human capital of the organization. Second, students study the predictors of effective leadership and cover the ways in which leaders develop organizational goals and motivate their subordinates to achieve them. Finally, students address the ethical dimensions of successful organizational leadership, including the development of inclusive work environments through specific institutional arrangements and the proactive establishment of organizational culture and norms.

### **ETHLDR 390: Junior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Ethics and Leadership. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

### **ETHLDR 490: Senior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Ethics and Leadership. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

## Courses with Course Subject: French (FRENCH)

### **FRENCH 24 Advanced Intermediate French Language and Culture (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in French, French Language or French Literature.

### **FRENCH 101 Beginning French 101 (4 credits)**

This is an introductory French course in which students use French to communicate during class meetings and breakout sessions. The main objective is to develop the following intertwined proficiencies: linguistic and communicative skills (speaking, listening, reading, and writing), intercultural competence (knowledge, skills, and attitudes), as well as critical understanding of the French-speaking world in order to communicate in French (talk with others, express ideas in writing, read and understand what others have written or said). At the end of the term, students should be able to comprehend inputs, and express themselves, in a variety of familiar everyday contexts. This course is also designed to help students learn to become more effective independent language learners.

### **FRENCH 102 Beginning French 2 (4 credits)**

French 102 is the second introductory French course. Students will use French to communicate during class meetings and breakout sessions and further their linguistic and communicative skills, intercultural competence, and critical understanding of the French-speaking world. Students will interview French speakers, participate in class projects and an independent languaculture project, and reflect on their learning. This course culminates with a public event. At the end of the semester, students should be able to comprehend inputs, and express themselves, in a variety of familiar everyday contexts. This course will also help students learn to become more effective independent language learners.

**Prerequisite(s): FRENCH 101**

## Courses with Course Subject: German (GERMAN)

### **GERMAN 24 Advanced Placement in German (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in German, German Language and Literature.

### **GERMAN 101 Beginning German 1 (4 credits)**

This is the first course in the beginning level German sequence. In this course students will build a solid base of vocabulary and pronunciation skills and set a foundation for reading, writing, listening and speaking in order to begin to engage in daily life in German. In this course students will also learn about how to learn a new language and about how to independently build language skills. This course will mostly be conducted in German and students will consistently and systematically use German to communicate both in and out of the classroom. There is no prerequisite.

### **GERMAN 102 Beginning German 2 (4 credits)**

This is the second course in the beginning level German sequence. In this course students will expand their base of vocabulary and pronunciation skills and strengthen their skills in reading, writing, listening and speaking. This course will help students learn to engage in small talk in German and read short, informative texts as well as write grammatically sound short essays of at least 200 words. In this course students will also learn more about how to design independent language learning activities. Students will also experiment with different language learning strategies and reflect on how well these strategies work for them.

**Prerequisite(s): GERMAN 101**

## Courses with Course Subject: Global China Studies (GCHINA)

### GCHINA101 China in the World (4 credits)

China in the World focuses on the historical and contemporary commercial, intellectual, and scientific exchanges between China and multiple locations around the world. The course invites students to think about the engagement of China in the world and the world in China from an interdisciplinary perspective. We investigate how contemporary China has been shaped by key historical events and processes including science, trade and war. Finally, we consider together how these histories will influence China's future engagement with the wider world.

### GCHINA 108 Exploring China: Introduction to the Jiangnan Region (4 credits)

This entry-level course introduces students to the historical foundations of contemporary China through a place-based, experiential learning model. Fieldtrips to Hangzhou and Shanghai provide the basis for exploring how technology, global exchange, and cultural memory intersect with China's evolving identity. Topics include Hangzhou's rise as a tech hub rooted in merchant culture; Shanghai as global melting pot; and Suzhou's enduring role in aesthetics, design, and spatial imagination. The course asks: What kinds of futures are being built in China today, and how are they imagined through selective visions of the past?

### GCHINA 201 From Empire to Nation (4 credits)

This course examines concepts and theories of empire, imperialism, colonialism, and the nation-state, with a particular focus on their circulation and impact in East Asia and China. We trace the history of Western theories of “nation,” looking at what the term meant prior to the European nation-state and the imperialist and colonial projects of the 19th and early 20th centuries, and we examine what they mean in the present era of multiculturalism and globalization. We explore how historically Chinese conceptions of civilization and empire were transformed in post-imperial era. We look also at how related concepts of race, ethnicity, religion, gender, and culture have traveled from the West, through the Soviet Union, to China and beyond.

### GCHINA 202 Modern Chinese Politics (4 credits)

How is the Chinese political system organized? What are the rules, both formal and informal, about how policy is made in China? What determines whether a policy actually works in China? How do everyday people experience politics in China? This class introduces students to readings, arguments, and concepts that begin to explore the answers to these questions. One of the goals for the class is that students can start to recognize systematic patterns and a logic of action in how the Chinese political system operates.

### GCHINA 203 / ARTS 203 Visual China: Modern Chinese History and Culture through Film (4 credits)

From film's first appearance at a Shanghai teahouse in August 1896 to Jackie Chan's latest transnational stardom, the history of modern Chinese cinema has always sought to raise

questions of national and cultural identity. How do Chinese films between the two fins-de-siècle create the spectacle of “China,” narrate its history, and represent its increasingly diversified cultural landscapes both at home and abroad? Students will study photography, documentary film, cinema and social media in China from the 1930s “Leftist” films to present.

### **GCHINA 204 Politics of Art and Art of Politics in China (4 credits)**

This course examines how art has been used as a tool for governance, resistance, and cultural transformation in China, from the late imperial era to the 21st century. Topics include: the yimin paintings of the Yuan and Qing dynasties, where loyalists resisted foreign rule through symbolic landscapes; the strategic use of art by the Qing emperor Qianlong, including literary censorship and symbolic commissions, such as jade carvings from Tibet and Xinjiang; drama reform and the creation of “Model Operas” during the Cultural Revolution; and, control, censorship and resistance in contemporary art and popular culture in the 21st century.

### **GCHINA 205 Ideas Across Borders: China’s Intellectual Engagement with the World (4 credits)**

This course explores how ideas that originated in or entered China were transformed through local adaptation and went on to influence the wider world. Students examine how religious and philosophical traditions such as Buddhism and Daoism evolved within the Chinese context and how they continue to shape global thought. In the second part of the course, we turn to political and economic systems, analyzing how Marxism and capitalism were reinterpreted in China, and how these reinterpretations have shaped global institutions, ideologies, and debates.

### **GCHINA 206 History of Suzhou (4 credits)**

This course examines Suzhou’s historical role as the cultural and economic centre of Chinese civilization—the world’s most populous non-capital city between 1450 and 1850. Suzhou was simultaneously a magnet for merchants, artisans, and entrepreneurs, and a hermitage for officials retreating from public office to its urban garden residences. This course traces four key episodes: Suzhou’s economic and cultural rise during the Ming dynasty; its elevation through the inspection tours and patronage during the Qing dynasty; its decline as national emporium with the rise of colonial Shanghai; and the unlikely ascent of its county Kunshan, the most prosperous in 21st-century China.

### **GCHINA 301/POLECON 302 China’s Economic Transition (4 credits)**

This course provides a comprehensive overview of the Chinese economy and China’s role in the world economy. China’s current economic challenges will be given particular attention. Topics addressed will include: the Chinese economy before 1949; the socialist era, 1949-1978; economic reform and market transition; the role of state enterprises; the return of private and family business; foreign investment; foreign trade; China’s role in the East Asian trade-production network; China’s evolving financial system; Chinese monetary and exchange rate policy; China’s role in global trade balances; the internationalization of the Yuan; and the current effort to rebalance the Chinese economy from an investment to a consumption economy.

### **GCHINA 302 The Factory: From Socialist Industrialism to World Assembly (4 credits)**

The rise of China and its economic transition are inseparable from the workings of the factories and the feminization of labor on those assembly lines. For most workers, the factory has been not simply a place to work, but also a “habitus” where rest, sustenance, leisure and consumption are conditioned, regulated, and at times, contested. In this highly interdisciplinary course, we will examine the factory not only as a political and economic unit of disciplined work, but also as a cultural and ideological space wherein dreams and anxieties are produced and exhausted.

### **GCHINA 303 Translating and Using Chinese Non-fictional Sources For Academic Purposes (4 Credits)**

This course will give you a good grounding in translation theory to understand what happens when you translate from Chinese to English. We will then translate a variety of Chinese primary and secondary non-fictional sources. You will be taught how to integrate these translations into scholarly papers in English. Students will also introduce their own translation projects, possibly related to their signature work, and receive feedback.

**Prerequisite(s):** CHINESE 402B or Consent of the Instructor

### **GCHINA 304 US/China Relations (4 credits)**

The relationship between China and the United States is the most important—and often the most perplexing—international relationship of our era. In order to understand present and future challenges and opportunities more fully, this course will examine the history of U.S.-China relations from 1776 to the present. Paying equal attention to perspectives from both countries, we will reconstruct the surprising, tragic, and rewarding ways Chinese and Americans have engaged with one another over the centuries. Students who complete this course will learn why mutual distrust permeates contemporary bilateral relations. They will also devise realistic pathways toward a more cooperative future.

### **GCHINA 305 Family and Society in China (4 credits)**

How do young people in China today make sense of their place within family and society? This course begins with the experiences of youth to explore the broader structures that shape Chinese social life. We examine issues such as rural–urban migration, home ownership, and shifting expectations for men and women—from Confucian ideals to the legacy of the one-child policy and the pressures of modern dating culture. Students will carry out field projects that connect present-day experiences to deeper historical patterns and long-term social change.

**Prerequisite:** GCHINA 108

### **GCHINA 306 Traditions of Power: Historical Origins of Modern China**

What are the historical roots of Chinese social and political institutions? This course considers how institutional legacies persist either directly within today's governance structures or indirectly in the values and behaviors shaping contemporary society. Topics include the imperial examination system and its enduring influence on meritocracy, education, and social hierarchy;

historical patterns such as rice farming in southern China versus wheat farming in the north, which shaped regional differences in labor organization, collective practices, and governance; and conflicts such as Japan's mid-twentieth century invasion of China, which changed the course of Chinese political, social, and cultural history.

### **GCHINA 390 Junior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Global China Studies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

### **GCHINA 401/POLECON 401 Political Economy of the Chinese Reform (4 credits)**

This course is a reading and research seminar that aims to provide students with a solid, broad understanding of China's reform policies, programs, and strategies since 1978. It also examines the lessons the Chinese reformers and people learned from the 40-year reform experience as well as the challenges facing the Chinese economy and society in the future. Reading materials include both authoritative and new works on China's politics, institutions, and economic development at various stages of the reform period. Students have opportunities to apply basic economic theories to the empirical analysis of China's economic transitions and sociopolitical change.

**Prerequisite:** Consent of the Instructor

### **GCHINA 490 Senior Seminar: China's Turning Points (4 credits)**

This course examines contingency, exploring moments when political or intellectual choices—sometimes subtle, sometimes dramatic—reshaped the trajectory of Chinese history. The specific turning points examined in class will vary from year to year, but will be key moments from modern and pre-modern Chinese history that have reverberated down to the present. Rather than inevitable steps in a predetermined story, the course invites students to consider how history and the world we live in today have been shaped by often unpredictable decisions.

**Prerequisite:** GCHINA 305

**Courses with Course Subject: Global Challenges (GLOCHALL)**

**GLOCHALL 201 Global Challenges in Science, Technology, and Health (4 credits)**

The second of three Common Core courses at DKU, this course is designed to engage students in an exploration of global challenges in science, technology, and health. Students will confront global challenges in which the overarching question is how human beings can comprehend and address them. Students will learn the basic science of key global challenges and the policy issues that governments face. Collaboration and interdisciplinarity are crucial to intervene effectively against global challenges and the course integrates ethical, social, cultural, historical, economic, and policy perspectives to lead students to a fuller understanding of the world's multifaceted crises.

**Prerequisite(s):** GCHINA101

## Courses with Course Subject: Global Cultural Studies (GCULS)

### **GCULS 106 Our Cities and Ourselves (2 credits)**

What is a city? How do cities shape the everyday lives and experiences of those who live in them, as well as cultural conceptions of modernity and civilization? Pairing texts drawn from literature and the interdisciplinary field of urban studies, this course will study how writers and thinkers have sought to express and analyze what it means to live in cities. By reading literary accounts of urban life such as Mu Shiying in Shanghai, James Joyce in Dublin, Michel de Certeau in New York, and Orhan Pamuk in Istanbul, alongside perspectives from urban planners and sociologists such as Liang Sicheng, Jane Jacobs, Saskia Sassen, and Spiro Kostof, you will engage with some of the most creative and influential ideas concerning the complex relationship between our cities and ourselves.

### **GCULS 107 Berlin-Paris: Sex, Cigarettes, and the Meaning of Life (2 credits)**

A trip to Europe is not complete without Paris and Berlin: cities of light and darkness, of excesses and extremes. In this course, we will take a stroll around these two world capitals in the company of artists, philosophers, filmmakers, and writers as we try to capture the historical, creative, and existential dilemmas of the times. From Nietzsche to Benjamin by way of the open-minded and gender-fluid nightlife of the Weimar Republic; from Camus to Sartre and Beauvoir by way of the cigarettes and experimentation of the Nouvelle Vague, this course will give an overview of what Berlin and Paris were up to between the late 1800s and the 1950s—and, in doing so, will inquire about the meaning of life.

### **GCULS 108 Science, Culture, and Politics (2 credits)**

What is science? Who has the authority to determine what qualifies as science? Is all scientific knowledge inherently political? This class will focus on the human dimensions of science. We will examine a number of topics, including Social Darwinism and contemporary global climate change discourse. Drawing from recent scholarship in the history of science, the class will explore debates about the meaning and origins of scientific modernity. Did “modern science” originate in the “West” before diffusing elsewhere? We will also focus on questions of identity and representation in the making of scientific cultures.

### **GCULS 119 /MEDIART 119 Fashion and Gender in China (2 credits)**

This course on fashion and gender examines a series of moments in Chinese history when fashion codes marked social transitions and shaped gender identity. Among the topics for discussion are foot-binding and femininity, *qipao* and the modern woman, the Mao suit and the invisible body, beauty and sexuality, Oriental chic and the re-Oriental spectacle. With visual materials as primary sources, and informed by fashion theory, the course offers students an opportunity to develop visual literacy and enhance analytical skills. In addition, a fashion show at the end of the semester will invite students to consider how clothing and visual display enable narratives of self-definition.

### **GCULS 201/CULANTH 202/MEDIA 202 Culture and Industry (4 credits)**

Apple is currently the most valuable company/brand in the world. Despite its technological origin, the company has always valued design, interface, affect, imagination and creativity – skills that the humanities and the interpretive social sciences offer and promote. This course examines how cultural studies, in its analyses of fandom, reception theory, cultural hegemony, etc., provide students the theoretical skills to understand, analyze and prepare for working in the emerging creative industries in China today. Topics that might be included in this course: cultural industry and modernity, popular culture and everyday life, representations of gender and sexuality in advertisement, the impact of new social media and information technology, and censorship.

### **GCULS 203/BIOL 203 Molecular, Behavioral and Social Evolution: Darwin's Theories between Science and Culture (4 credits)**

This course examines Darwin's theories of natural selection and evolution through multiple lenses in scientific and humanistic disciplines. This course covers the key concepts of biological evolution, examines how simple behaviors evolve in animals and humans, and explores current ideas about the evolution of complex social behaviors and societies. The course will also introduce students to the thinkers that influenced Darwin, such as economist Thomas Malthus and geologist Charles Lyell, as well as to Darwin's influence on later thinkers from political theorist Karl Marx to historian Yuval Noah Harari. Discussion of these topics will be grounded in scientific case studies while also considering the impact of these theories on representations of gender, race and nature in popular culture, film and media.

**Prerequisite(s):** BIOL 110 or Consent of the Instructor

### **GCULS 226/ MEDIART 226 Eco-Cinema: China's Environmental and Ecological Crisis (4 credits)**

Facing the ongoing crisis of climate change and environmental degradation, this course remaps China's social-environmental landscape through the camera lens of ecocinema and from the conceptual perspective of ecocriticism. In this class we ask, how might we re-define the relationship between nature and culture beyond binary oppositions and away from anthropocentric perspectives? How should we re-consider environmental issues as transnational and global interactions? In response to these questions, the course invites students to make pragmatic turns, specifically, to the environment, the landscape, the material, and the animal world.

### **GCULS 301 Religion and Sexuality (4 credits)**

This course offers a critical examination of the relation of religion and sexuality with special attention to Buddhist literature and experience. The course equips students with tools from religious theory, gender theory, and critical theory, which are then used to interpret a range of phenomena including: religious interpretations of sex, sexuality, and gender; the codification and normalization of these rules through texts, symbols, and practices; and recent challenges to these interpretations. Topics include homosexuality, same-sex marriage, abortion, contraception,

gender equality, clerical marriage, married clerics' wives, and clerical sexual abuse. Places Buddhism in conversation with Jewish, Christian, and Islamic traditions.

### **GCULS 303 Chinatowns: A Cultural History (4 credits)**

This course explores the intersection of space and ethnicity through the myriad ways Chinatown has circulated as memory, fantasy, narrative, and myth in the dominant cultural imagination. Through this exploration, the course engages the lived realities of overseas Chinese communities, placing them in the broader context of Asian American history. It aims to show how changing conceptions of "Chineseness" have productively engaged with real Chinatowns from Japan to America, and the phantom Chinatowns of film and fiction. Employing multidisciplinary approaches including urban history, architecture and ethnography, the course reveals how the Chinatowns of myth and memory intersect with the lived reality of overseas Chinese communities.

### **GCULS 304 Chinese Culture and Ideology in the 20<sup>th</sup> Century and Now (4 credits)**

This course considers a variety of literary texts from the perspective of the nexus of cultures and societies in Asia, primarily on modern and contemporary China. This course exposes students to cultural and literary expressions and representations of modern China from the beginning of the 20<sup>th</sup> century to the present. It explores issues of politics and ideology and the formation of Chinese exceptionalism. The class is divided into two parts: 1. The beginning of the 20<sup>th</sup> century (1900-1949) and the Mao era (1949-1976); 2. Contemporary China since the era of reform and opening up (1978-present). The course takes comparative, interdisciplinary approaches of intellectual and cultural history, literary and cultural studies, and political science. It aims at unraveling the complex relationship of political, ideological formations and cultural, intellectual movements in modern China within the global context of Asia and beyond.

### **GCULS 390 Junior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Global Cultural Studies. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all juniors in the major. Other students may enroll with the permission of the instructor.

### **GCULS 401 Games and Culture: Politics, Pleasure and Pedagogy (4 credits)**

Everyone plays games. All the time. But how well can people "read" the games they play? What roles do culture, race, gender, class or ideology "play" in games? In this course students will read games as cultural texts. Topics will include how games engage broader cultural and political themes; how prevailing cultures and values affect design, popularity, and even user experience; the relation between role-playing and questions of identity, ethics, group behavior, and politics.

In this course students will play many games. But they will also ask: Do we play the game, or does the game play us?

## Courses with Course Subject: Global Health (GLHLTH)

### **GLHLTH 101 Introduction to Global Health (4 credits)**

This course introduces students to the essential features of global health from the varying perspectives of natural science, social science, and the humanities, drawing from a variety of conceptual frameworks at different scales (individual, community, country, and global). This course examines the global burden of diseases, how this burden is measured, and debate the utility of interventions used for disease mitigation and prevention. This course also introduces the state of the world's global health infrastructure and explores how that infrastructure might or should adapt to the future world.

### **GLHLTH 105 Novel Coronavirus: Epidemics and Response in the Age of Global Interdependence (2 credits)**

The novel coronavirus outbreak has put public health onto the front pages of newspapers worldwide. However, the daily news cycle is hardly the best way to digest issues that require a contextual understanding of epidemiology, virology, history, sociology, and health humanities. This course will use the outbreak as a starting point for a multidisciplinary and interdisciplinary analysis that brings together diverse methodologies to gain a broader understanding of the crisis, its origins, and how to address it. Students will engage in intercultural collaboration and develop skills in problem solving and information literacy through readings, weekly class activities, and a culminating team project. Leading experts from various fields will engage the class in live, interactive participatory sessions. The course will be conducted fully online and will be cross listed between Duke Kunshan University and Duke University, allowing undergraduates from the two institutions to exchange ideas and learn from one another.

### **GLHLTH 201 Global Health Ethics (4 credits)**

This course introduces students to ethical theories and frameworks in the context of historical and current issues in global health. As part of this context students learn about best practices and standards of care in clinical settings, so that they can make cross-cultural and transnational comparisons and use these to set up difficult ethical questions about health disparities. The course emphasizes self-reflection, cultural sensitivity, and flexibility in thinking about ethical issues in a globalized world. In the context of historical and current issues, students analyze and critique the choices of multinational, national, and local policymakers; clinicians; and researchers, with an eye to the impact these choices have on individuals, families, and communities. Students also explore ethical issues of conducting research on or working with marginalized/stigmatized populations, using case studies and the theoretical frameworks introduced in the course. Students are encouraged to think creatively about the relationship between ethics and health and to explore solutions to what appear to be ethical dilemmas in a variety of contexts. Topics include human rights and development; the ethics of aid; differential

standards of care; protection of human subjects; access to essential medicines; genetic information and confidentiality; pharmaceutical development; health information technology; placebo controlled trials; best outcomes vs. distributive justice.

### **GLHLTH 202 Media and Health Communication (4 credits)**

This course examines health communication theory, research, and practice. Major topics include the impact of media on health and behavior; use of mass, new, and social media strategies for health promotion, patient-provider communication; and the role of culture in health communication campaign design. Students should have basic understanding of social science research methods. Students will develop the skills necessary to use media strategically to advance public health policies and social change. The course covers the design, implementation and evaluation of media campaigns to promote public health goals and examines theories and research on media influences with respect to its potential harmful effects on wellbeing. Students will design a digital media-based health communication campaign.

### **GLHLTH 205 Social Determinants of Health (4 credits)**

This course introduces students to the major social factors that affect public health at both the global and national level. Globally, students study a wide range of topics from the health impact of global income inequality, gender, and access to education, to the role of specific work place policies, among other topics. Lectures introduce a social variable (such as race or gender), discuss its theoretical underpinnings, and then link it to the current empirical evidence to health outcomes. Students learn to analyze the strengths and weaknesses of the empirical evidence. The course considers the implications for intervention strategies and policy, with a focus on applicability to lower and middle-income country settings. Students also study how social factors influence health and wellbeing, with a particular focus on national context in specific countries. Topics could include obesity, aging, socioeconomic disadvantage, access to health insurance, public health systems, the role of the media, and racial/ethnic and gender inequalities. The course provides descriptive assessments of health inequalities and analytic examinations of the mechanisms through which social factors affect health.

### **GLHLTH 280 Ecosystem Health and Human Well-Being (4 credits)**

Explores interactions between ecosystem health and human well-being in context of global change and human population growth. Effects of climate change on food supply, water availability, land degradation and human well-being; impact of species distribution, disease spread, and human health; ecosystem services and human well-being. Case studies used to illustrate the scientific process and to evaluate supporting evidence.

### **GLHLTH 301 Global Health Research Methods (4 credits)**

This course introduces research methods in global health. Global health is a multi-disciplinary field, so the course considers approaches common to the behavioral and social sciences, public health, and medicine. Primary interest is the study of causal inference. Global health researchers, practitioners, and donors need to know what programs and interventions “work” and why. To

answer questions of impact, the course explores randomized controlled trials, a mainstay of medical research, and spends significant time helping students understand the rationale, process, and limitations of field experiments. Randomization is not always possible or advisable, however, and researchers must build a causal argument using non-experimental methods. The course reviews several approaches, considers relevant threats to causal inference, and discusses how to improve non-experimental research designs. The course also covers research basics, such as developing and testing theory, asking good questions, understanding variability, designing good measurement, and selecting research participants. The latter part of the course turns to more specialized topics in global health research, such as cost effectiveness, community based participatory research, research on humanitarian aid, and monitoring and evaluation. Students will learn how to evaluate published and unpublished research and how to design a global health research project.

**Prerequisite(s):** GLHLTH 101 or Consent of the Instructor

### **GLHLTH 303 Global Comparative Health Care Systems (4 credits)**

This course introduces students to the components of health systems (populations, financing, payment, workforce, service delivery, information, medicines and technologies, governance) as they appear in various health system frameworks, and to the ways in which these components and their combinations vary from country to country around the world. The course focuses on comparisons across countries at the same economic level (high-, middle-, and low-income), as well as on comparisons across levels. The course also considers how to assess health system performance, with attention to how measures of performance are invariably tied to often implicit and varying conceptions of health from country to country and culture to culture. Students will learn about the most significant challenges facing health systems within each economic level and about successes and failures in meeting these challenges with health system reforms. The latter part of the course introduces students to the role of politics and policy in strengthening health systems. Throughout the course, students learn not only about health systems but also about what systems (physical, biological, social) are, how they function, and about how systems thinking can be applied fruitfully to the study of health systems.

**Prerequisite(s):** GLHLTH 101

### **GLHLTH 304 Global Health Governance and Policy (4 credits)**

This course introduces global health governance and policy in four modules: 1. Globalization; 2. Health; 3. Governance; 4. Policy. Draws on faculty from a range of disciplines, including anthropology, biology, economics, history, medicine, political science, public policy, and sociology, to situate the concept and practice of “global health” within these four broad themes. This course introduces students to the primary governmental, intergovernmental, private, and civil society actors in global health, and provides an understanding of current issues in global health policy, including the political economies of health care, decision-making processes, governance structures, and the resource-constrained realities of global health policy-making.

**Prerequisite(s):** GLHLTH 101

### **GLHLTH 305 Biological Basis of Disease (4 credits)**

This course covers the basics of the structure and function of major organ systems of the human body in health and disease. The course is geared towards any students who are interested in learning more about how the human body works, how disease develops, and how mind-body connections can alleviate the progression of a disease process.

**Prerequisite(s):** GLHLTH 101; BIOL 110

### **GLHLTH 306 Evolution of Health and Disease (4 credits)**

Covers evolutionary approaches to understand human health and disease at a global scale. Integration of evolutionary thinking and medical science provides new insights to a wide array of medical issues including obesity, cancer, allergies, and mental illness. Evolutionary perspectives reveal why some pathogens are more harmful than others, shed light on the origins and spread of infectious diseases in humans, and help in controlling antibiotic resistance. Evolutionary approaches provide insights as to why we age and provide solutions to alleviate human health problems that often differ from modern medical practice. The course will place these perspectives in the context of global health challenges.

**Prerequisite(s):** GLHLTH 101 and BIOL 110

### **GLHLTH 307 Global Mental Health (4 credits)**

The course examines global mental health from perspectives of culture, public health, epidemiology, human rights, policy, and intervention. Readings in the course focus on peer-reviewed research literature highlighting topics such as the prevalence of mental health disorders worldwide, the role of culture in mental health, and the interventions backed by strong evidence for prevention and treatment. Students will discuss and critique study methodologies and explore the needs for future research in this emerging field. The course is designed for students with prior research methods and psychology coursework.

**Prerequisites:** GLHLTH 101; and either SOSC 102 or GLHLTH 301

### **GLHLTH 310 Global Disease Control Programs and Policies (4 credits)**

This course presents the history, social and political context, organization, technical content, funding and evaluation of current, major, global initiatives for disease control. This course emphasizes programs focused on health problems of the developing world and includes initiatives for vaccines and immunization, non-communicable diseases, safe motherhood and reproductive health, malaria, Neglected Tropical Diseases, HIV, emerging infectious diseases, TB, tobacco control, nutritional interventions and injury control. This course also examines the process of policy formulation and resource allocation to international health and disease control.

### **GLHLTH 311 Introduction to Epidemiology (4 credits)**

Introduces students to the main concepts and methods used in population-based epidemiology research. Topics covered include measures of disease frequency, study design, measures of association, and problems of bias, especially as they pertain to global health research. Students

will learn to understand and evaluate epidemiological studies. Introduction to main concepts and methods used in population-based epidemiology research. Topics include measures of disease frequency, study design, measures of association, and problems of bias, especially as they pertain to global health research. Students will learn to understand and evaluate epidemiological studies.

**Prerequisite(s):** GLHLTH 101

### **GLHLTH 312 Global Aging and Care (4 credits)**

This course explores the tremendous variation in how people experience aging and care systems & practices across the globe. Drawing perspectives from sociology, anthropology, demography, political economy, public health, and humanities, this course helps students gain a solid understanding of the current global patterns in aging, the opportunities and challenges with regard to care posed by aging populations, and how societies approach the wellbeing and welfare of the elderly population in the Global North and the Global South. Students will also have the opportunity to develop an original research paper while receiving extensive peer and instructor feedback.

**Prerequisite(s):** GLHLTH 101 recommended

### **GLHLTH 408 / BIOL 408/CHEM 408 Pharmacology: Science and Society (4 credit**

**s)**

This course examines the fundamental chemical, biological, and therapeutic features of human pharmaceutical agents, or drugs, with a focus on how they are found, how they work, and how they are used (and misused). The twin pillars of pharmacology—pharmacodynamics and pharmacokinetics—are explored, with emphasis on mechanisms of drug action and metabolism at the cellular and physiological levels. The science and technology behind the discovery, design, and development of drugs are investigated, followed by a survey of drug classes used in modern medicine. Integrated within are considerations of how drugs influence and impact society in the realms of culture, economics, ethics, and the law.

**Prerequisite(s):** BIOL 305

### **GLHLTH 409/ BIOL 409 Fundamental Immunology (4 credits)**

This course introduces the fundamentals of immunology, from cellular, molecular, and biochemical aspects of the healthy immune system to disease and treatments involving immunization, immunodeficiency, and autoimmunity. Another focus of this course is to introduce the application of immune molecules in diagnosis and clinical therapeutic, such as manipulating the immune system for cancer treatment and vaccine development. In this course, students will develop critical reading skills in research papers related to fundamental immunology and be able to understand the application of various experimental approaches to study human immune diseases and identify novel drug targets.

**Prerequisite(s):** BIOL 201 and BIOL 202

### **GLHLTH 410/ BIOL 410 Principles of Nutrition and Disease (4 credits)**

Nutrition is becoming ever more central to our understanding of virtually all metabolic processes. Its biological basis offers insight into the mechanisms by which diet influences human health and

disease. This course explores the physiological functions and dietary sources of macro and micronutrients and how the nutrients impact the cellular processes in type 2 diabetes mellitus, cardiovascular, stroke, obesity, child obesity Alzheimer's, food allergies, cancer, stomach ulcers, osteoporosis, Crohn's disease, kidney and liver disease, linking them to immunology and biochemical pathways.

**Prerequisite(s):** BIOL 110

**GLHLTH 411/ BIOL 411 Vaccine Development for Emerging Infectious Diseases (4 credits)**

This course investigates the role of vaccines in preventing diseases and explore case studies that demonstrate successful strategies. The course will focus on emerging and remerging infectious diseases, the background of vaccine manufacturing, old versus new technology of vaccines development including mRNA, DNA vaccines. Pharmacovigilance, efficacy, vaccine safety, public health. In addition, models that are currently used to predict mutations for vaccine development and the pathway to EUA, licensure and beyond.

**Prerequisite(s):** BIOL 110, CHEM 101

**GLHLTH 412/CHEM412/BIOL 412 Principles of Medicinal Chemistry (4 credits)**

Medicinal chemistry is a chemistry-based discipline at the forefront of the search for better therapeutic drugs. It also involves aspects of biological, medical and pharmaceutical sciences. As defined, it is concerned with the discovery, design, identification and preparation of biologically active compounds, the study of their metabolism and the investigation of their interactions at the molecular level. The course will consider the principles of medicinal chemistry from the standpoint of organic and bioinorganic chemistry. Students will be introduced to rational drug design, structure-based drug design and basic quantitative structure activity relationships (QSAR). They will also be introduced to the ever-growing area of the use of metals and metal compounds in medicine.

**Prerequisite(s):** BIOL 305, CHEM 201

**Courses with Course Subject: History (HIST)**

**HIST 20 Basic Art History (4 credits)**

Credit for Advanced Placement on the basis of the College Board examination in art history.

**HIST 21 World History (4 credits)**

Credit for Advanced Placement on the basis of College Board examination in World History

**HIST 23 American History I (4 credits)**

Credit for Advanced Placement on the basis of College Board examination in American History (score of 4 or 5) or equivalent

**HIST 24 American History II (4 credits)**

Credit for Advanced Placement on the basis of College Board examination in American History (score of 4 or 5) or equivalent

**HIST 25 European History I (4 credits)**

Credit for Advanced Placement on the basis of College Broad examination in European History (score of 4 or 5) or equivalent

**HIST 26 European History II (4 credits)**

Credit for Advanced Placement on the basis of College Broad examination in European History (score of 4 or 5) or equivalent

**HIST 102 Medieval Chinese History (4 credits)**

This course examines what Hu Shi has called the “Indianization” of China. It traces the import of Buddhist ideas, values and practices from India and central Asia, and their impact on Chinese society, religion and politics. It examines the notion of China as multireligious, multiethnic empire and considers the transition from political diversity in the Six Dynasties period to renewed unity in Sui and Tang dynasties. With Chang'an (Xi'an) as the capital of a culturally rich and diverse China, the course examines the impact of a newly discovered inner-Asian cosmopolitanism on Tang aristocracy, culture, religion and politics.

**HIST 103 Premodern Chinese History (4 credits)**

The course introduces the foundations of modern China from the Song Dynasty up through the late imperial period (about 1800 CE to 1911). It will cover the major historical events, developments, and trends -- social, political, economic, philosophical, literary, cultural, multi-ethnic, and China's relations with the other regions. The main focus of the course will be on

primary sources, which include dynastic histories, historical biographies, novels, folktales, satires, poetry, contracts, ritual manuals, diaries, letters, scientific treatises, philological studies, and court debates. This course will take an interdisciplinary approach, integrating history with literary studies, philosophy, and anthropology, in order for students to better understand these texts in their historical context.

### **HIST 104 American History to 1876 (4 credits)**

This course will survey the history of the present-day United States from precolonial times (pre-1500) to 1876. This was a tumultuous era of American, and world history, fraught with conquest and enslavement, revolutions and civil wars, mass migrations and democratization. This course will particularly investigate indigenous societies, European colonization and African slavery, the American Revolution and the founding of the US nation-state, social movements, sectional conflicts, expansionism and the American Civil War, as well as the reconstruction of American democracy in the wake of the Civil War. Throughout, the course will emphasize the place of the US in global history, the growth of American capitalism, tensions between race and democracy, and the various contributions of women, slaves, merchants, planters, Native Americans, and workers to American culture and politics.

### **HIST 105 American History from Reconstruction to the Present (4 credits)**

This course will survey the history of the United States, from the downfall of Reconstruction (1877) to the present day. Globally, this era was marked by industrialization, the consolidation and collapse of colonial empires, World Wars, socialist revolutions, decolonization, and the emergence of the United States as the world's pre-eminent geopolitical and economic power. This course will investigate America's place within these global transformations. It will explore the rise of America's industry and the expansion of its frontiers (both within and beyond North America). It will explore the impact of immigrants from across the world upon American society. It will explore America's role in two World Wars and the global Cold War. It will also examine the shifts in American politics, from the expansion of women's rights, labor rights, and African American rights, to the New Deal and Neo-Conservatism, to Barack Obama and Donald Trump.

### **HIST 106/ARTS 106 European Art History 1 (4 credits)**

Rather than aiming at a comprehensive survey, this course offers an introduction to key moments in the intersection of history, politics and visual art in the world before 1900s. It places art in a global context, highlighting themes from European, Asian, African and Indigenous art and focuses on art as the exercise of cultural power, and the way that artists have both promoted and resisted these entanglements with elite authority. In each case studied, students will gain sufficient historical background to understand the art in question, but will also engage in the comparative study of art to highlight issues of power, religion, class, and gender.

### **HIST 108 Shanghai Nightscapes: A Nocturnal History of the City (2 credits)**

This interdisciplinary course combining the fields of history, sociology, urban studies and urban ethnography examines Shanghai, China's most modern and dynamic city since the 19th century,

through the lens of its nighttime leisure pursuits. It explores how the city's nightlife has contributed to its identity and image as a global cosmopolitan metropolis.

### **HIST 110 Historical Perspectives on Contemporary Global Issues (4 credits)**

This course takes a comparative historical approach to contemporary global issues in various temporal and geographical contexts. Students will focus on issues that emerged in the modern era and may include such topics as terrorism and national security, environmental protection and degradation, resource distribution and trade, health and welfare, and cultural and religious diversity. Students explore the nature of historical change and continuity and will apply historical methods of research and analysis as they investigate the formation and development of particular global issues. The specific case studies and themes in the course will vary by term and instructor.

### **HIST 111 Ancient Roots to Global Routes (4 credits)**

This course explores the nature of historical change and continuity between the pre-modern era and our current era of global connectivity, taking students from ancient roots to global routes. Instead of a chronological survey, the focus is on broad subjects that cut across fields, regions, and periods. Students will have multiple opportunities to apply historical and interdisciplinary methods of research and analysis to investigate the formation and development of particular global issues and compare historical and contemporary perspectives on these issues. Topics will vary by term and instructor.

### **HIST 114 Conflicts and Resolutions Modern South Asia (4 credits)**

South Asia, the most populous part of the world, also boasts of the most diverse population. We will learn the history of modern South Asia through an exploration of South Asian society in under British colonial rule and the problems of South Asia's post-coloniality. Topics will include colonial extraction, racism, communal warfare, casteism, anti-colonial struggles, trade unionism, women's movements and anti-caste movements. Finally, keeping in mind that people did not form any monolithic category, we will study the varying nature of people's identities and resistances, and their position in the imperial formation and the nation state.

### **HIST 115 Brides of the Sea: Trading Cities in the Indian Ocean World, 200BCE to 2000CE (2 credits)**

Seaborne trade linked the port cities of the Indian Ocean World and Southeast Asia to each other and the world beginning as early as 200BCE. Our class will examine the rise and fall of Asia and Africa's coastal trading cities; the transcultural character of Indian Ocean trading entrepot; the life of merchants; labor migration; and cultural and religious exchange. Student will explore ancient and modern networks of interconnections through group projects on one or more of the global commodities that animated Asian trade, such as silk, slavery, cinnamon, opium, rubber, prostitution, nutmeg, palm oil, bird's nests, black pepper, etc.

### **HIST 116 Mughal India Travel Writing (2 credits)**

This course will survey the history of one of the greatest empires in Indian history, the Mughal empire through the lens of European travel writing between the fifteenth and eighteenth centuries. Some of the questions we will explore are: How are European travelogues important sources for studying Indian history? Is European perspective on Indian society monolithic or is there a variety of European perspectives? Apart from introducing basic history of Mughal India, the course will explore themes such as early Orientalism and the history of the early modern world.

### **HIST 117 Sounds and the Chinese City: Live Music Scenes in Urban China (2 credits)**

This interdisciplinary course explores the live music scenes of cities in China today and the history of those scenes over the past century. Focusing on the urban space of the live house featuring jazz, blues, rock, hip hop, electronica, and DJs, we will delve into these scenes and styles of music. Major topics touched upon in this course include globalization, localization, creative cultures and industries, and musical communities and scenes. Cities covered in this course will include Beijing, Shanghai, Kunshan, and Suzhou. Writing assignments will focus on analyzing particular scenes based on research and observations.

### **HIST 118 The American Empire (2 credits)**

Is the United States an empire? It once colonized the Philippines but then distanced itself from colonial empire at the end of World War II. Ever since, it has wielded power through its overseas military base network and its system of alliances with foreign countries. The objective of this course to engage in a thoughtful, informed discussion about how Americans have interacted with the larger world, and how other peoples have grappled with U.S. power. Students will be asked to formulate their own conclusions about the nature of U.S. power by reading and assessing a variety of scholarly interpretations.

### **HIST 119 The Birth of the Modern Middle East: 1918-1930 (2 credits)**

This course examines the cultural, military and political developments of the Middle East in the very first decade of the post-First World War, in other words the post-Ottoman period. Via their engagements with the readings and developing critical analyses, the course will expand students' perspective on the various issues of the early post-Ottoman Middle East.

### **HIST 121 Pan-Africanism: Global Story of an Idea (2 credits)**

Pan-Africanism began as an idea among ex-slaves and antislavery reformers in America, who believed that Africans and people of African descent across the world had common histories, common experiences, and common struggles against various forms of racism and marginalization. Pan-Africanism, which meant different things to different people, would go on to influence numerous intellectuals and social movements, from Negritude poets to African/Caribbean Independence and the American Civil Rights Movement. This course would survey the growth of this idea in a variety of facets, by looking at its influence upon history-writing, philosophy, poetry, political thought and social movements.

### **HIST 122 World History in Seven Meals (2 credits)**

This course offers a study of global history using food as a central focus. The course will center on a series of meals as case studies to examine broader themes, such as human environmental modification and exchange, the role of trade and migration in human history, the powerful influence of identity, and the gendered nature of labor roles in food production and preparation. Students will focus on these themes in various regional and national contexts to identify global patterns in the development of food cultures, and to engage in comparative analyses.

### **HIST 123 All Around Us – Technology, Infrastructure, and History (2 credits)**

All around and yet invisible: infrastructure. Modern life would be unimaginable without energy, communication, and transport networks. This 2-credit-writing course explores the centrality of infrastructure for human life. By looking at themes such as urban life, travel, disaster, and the environment, students will learn how infrastructures have shaped the way we live, think, and communicate. Students will identify how technologies improved lives and created new challenges. Participants in this class will receive guidance for developing short written pieces. Their brief final paper will draw from our discussions and comment on any topic they are eager to explore further during their time at DKU.

### **HIST 124 Outcast: Refugees, Memory, and the Borders of Belonging (2 credits)**

What does it mean to belong when the world no longer recognizes you as a citizen—or even as a person? This interdisciplinary writing seminar explores how refugee lives illuminate the shifting boundaries of nation, identity, and memory in the 20th and 21st centuries. Through case studies, films, archival sources, and museum exhibits, students will examine how stories of displacement are recorded, remembered, and contested. Writing assignments will guide students in crafting a biographical narrative of an individual refugee, grounded in both primary and secondary research. A special unit on heritage and museums will ask how refugee experiences are curated—and who gets to tell their story.

### **HIST 201 Methods of Historical Research (4 credits)**

This course offers an introduction to theories, methods and approaches to historical inquiry and research including the use of archives, the interpretation of visual and textual documents, and the recording of oral histories. Students will be exposed to both the humanist and the social scientific approaches to historical research, as well as broader theoretical questions of history and historiography. As such, students learn what is history, how it is made, and what constitutes valid scholarly approaches to historiography. Students will apply their learning by conducting original historical research on a topic of their own choosing and writing a research paper.

### **HIST 202 Global Interactions in Historical Perspective (4 credits)**

This course offers a survey of the history of the world, by which is meant a historical overview of major processes and interactions in the development of human society since its early development some 60,000 years ago, going beyond the fundamental questions and concerns of

area studies (such as East Asian studies, South Asian studies). In explaining the large-scale processes such as empire building, commerce and religious practices, this course will show how various forms of human interactions, especially migration played a key role. This course will provide deep historical understanding for some of the pressing issues of the contemporary world such as migration, globalization, and imperialism.

### **HIST 204 Asia in World History (4 credits)**

Asia as the largest continent of the world comprises of 30 percent of world's land surface and 60 percent of the world's population. But what are the parameters for understanding Asia as a unified, identifiable place? Was there ever an Asian identity in history? Is this identity cultural, economic, political or a mix of all three? Since, all identities are formed in relation to other identities, was an Asian identity formed in reaction to other forms of existing identities in the world? Taking the period between 500 CE and 1950CE as the point of reference, this course exams the above questions in reaching an understanding of what are the various ways and the various historical moments in which we can think of Asia as a shared space amongst an extremely diverse population. Moreover, the course will discuss whether the historical processes that went into the creation of Asian identities were world historical in nature, or in other words, whether these processes had any effect in shaping the histories of societies both within Asia and outside of Asia. This course will aim at developing skills to evaluate to what extent we are "Asian," "global" or otherwise and provide a foundational knowledge to interact with people and institutions within Asia and then the world.

### **HIST 205 Shanghai: From Treaty Port to Global Metropolis (4 credits)**

Since the late 19<sup>th</sup> century, Shanghai has emerged as the leading metropolis in China in many respects. It has served as the breeding grounds and model for the social, political, economic and cultural modernization, and urbanization of China over the century that followed. Through a combination of lectures, readings, film screenings, field trips, and research projects, this course explores the history of Shanghai and connects the colorful legacy of the treaty port era (1842-1943) with the re-emergence of Shanghai as a global metropolis since the 1990s. While focusing mainly on those two eras, which have been the subjects of the bulk of scholarship in the emerging field of "Shanghai Studies," we also examine the relatively neglected history of Shanghai prior to the 1840s, as well as the Mao Years of 1949-1976 when Shanghai became a bastion for the violent politics of the Cultural Revolution.

### **HIST 207/ARTS 207 History of Art and Science (4 credits)**

This course will provide an overview of the pioneering artists and scientists who have challenged the traditional boundaries between the artistic and technological disciplines. Its premise is that the role of the artist who engages with science and technology is not only to interpret, borrow, and communicate ideas from science and technology but also to be an active partner in determining the direction of technoscience research, knowledge, and innovation. We will survey the works and ideas of artists who have explored new interactive and interdisciplinary forms, as well as engineers and mathematicians who have developed information technologies and influential scientific and philosophical ideologies that have affected the arts.

### **HIST 208 America Fractured (4 credits)**

Many commentators have observed that the sense of national community in the United States has declined over the past several decades. In the eyes of some critics, as political debate has polarized and as wealth has concentrated, the nation's commitment to community responsibility, eroded by such forces as identity politics and market-based individualism, has shrunk to ever-smaller circles. This course will explore the so-called "Age of Fracture" in recent U.S. history, paying close attention to debates among public thinkers on both the political right and the political left. The course uses this material to teach students the basics of academic writing.

### **HIST 209 Refugees and War since 1914 (4 credits)**

The twentieth century was a time of major transformations in the way war was waged. In particular, civilians were targeted and suffered from direct military and police action in such a way as to produce tidal waves of displaced persons. This course follows these refugees, seeking shelter from violence, in wartime and after. In this inquiry, we attend to the voices of refugees themselves. We focus on the terrifying threats they encountered, the actions they took, and their flight and fate during and after war. We then show the interaction between refugees and agents of empathy, those private or public actors who helped protect and restore the dignity of these victims of war.

### **HIST 210/ARTS 210 Global Art History (4 credits)**

Art has been a part of every society since recorded history. How have the arts told stories about civilizations, ethnicities, communities and peoples? How have the arts evolved and circulated across the globe? The arts provide vital narratives in our understandings of each other as our cultures have both clashed and shared over time. This course asks these questions by focusing on visual arts across cultures not with the aim of comprehensive coverage, but representation of key issues in the interpretation of art. Students will learn how to interpret art from a critical perspective in terms of its relation to broader social, cultural and political dynamics.

### **HIST 212 Pandemics in World History from the Black Death to COVID-19 (4 credits)**

The study of pandemic disease, past and present, is a call to understand our world as complexly interconnected global community. It is sustained human-to-human interaction that facilitates the spread of disease thus linking pandemics to the development of agriculture, long distance trade, and the creation of urbanized settlements. Moreover, the ever-growing desire and necessity to exploit remote resources and settle uninhabited spaces disrupts local ecologies and bring human communities into closer contact with deadly pathogens. Pandemics only make sense when studied alongside the forces of globalization: trade, migration, transportation, war, colonization, exploration and economic development.

### **HIST 217/ARTS 217 Arts of China (4 credits)**

This survey course covers art in a variety of contexts from the foundations of Chinese civilization until the end of the imperial period in 1912 including tomb artifacts, religious images

and statuary, court art, crafted objects and the painting and calligraphy of the literati. A number of themes may be addressed, such as the cross-cultural transmission of ornamentation and iconography, the ideal of scholar-amateur, the skills and techniques of the professional artisan and the connoisseurship and circulation of fine objects.

### **HIST 218/ARTS 218 Women in East Asian Art (4 credits)**

This course explores the roles of female in art history, and their contributions in shaping East Asian societies and cultures from the 2nd century to 18th century CE. We will examine key female figures and historical events, consider how the notions of certain feminine roles became ordinary in premodern East Asia, and how women achieved the extraordinary in the male-dominated societies. Students would develop a good understanding of the material remains and artworks of the women artisans and patrons in premodern East Asia, and a global perspective through cross-cultural studies.

### **HIST 219 The History of the Modern Middle East: 1930-1990 (4 credits)**

This course examines the geopolitical and geocultural peculiarities of the Modern Middle East by touching upon the perspectives of Orientalism and Occidentalism in the era between 1930-90. Through engagement with primary documents the course will expand students' perspective on the various issues of the Middle East in the six decades after the 1930s.

### **HIST 220 Global Media History (4 credits)**

This course explores the emergence and development of different communication media in a broad social and cultural context. From the ancient Asian typewriters to modern Social Networking Service (SNS), media operate in relation to particular social, economic, and technological conditions. This course will aid students in their efforts to make sense of how communications processes have mediated and shaped our interactions with each other as well as our understanding of the world. It does so by examining specific instances of media communications in a number of key cases observed in world history and by showing how technological innovation in media communications has led to new social, cultural, and political forms.

### **HIST 223 Global Histories of Risk and Disaster (4 credits)**

Why do humans fear death, fire, and disease? What roles do humans play in the creation of risk and disaster? How have past societies responded to risk? The course tackles these questions by studying the history of risk from global and interdisciplinary perspectives. Students will learn that the perception of what is “risky” and “safe enough” varied across time and space. The course shows how so-called “natural” disasters were in fact also the products of human decision-making. Today, disaster experts seek local solutions for global challenges. Students will answer this call by producing a brief case study on risk mitigation.

### **HIST 224 Histories of Gender (4 credits)**

This course examines the structure of gender in various parts of the world in the last millennium. In studying differential relationships among state, patriarchy and sexuality in different contexts in Asia and Europe, it demonstrates that there are various forms of patriarchy, both extant and dead. In understanding differences in contexts, the course pays particular attention to gender's relationship to other forms of systemic oppression such as colonialism, race, class, and caste. Looking at these different contexts the course studies the various feminist debates regarding what is gendered oppressions and imaginations of liberation from such oppressions.

### **HIST 225/ECON 225 History of Economic Thought (4 credits)**

This course studies approaches to economic problems from Aristotle to Keynes, emphasizing certain models and doctrines—their origins, relevance, and evolution. The course also incorporates the study of economic theories from a diverse array of thinkers outside the western tradition.

### **HIST 226/PHIL 226 History of Chinese Philosophy (4 credits)**

This course explores the development of Chinese philosophy from ancient times to the modern era, examining key traditions such as Confucianism, Daoism, and (Chinese) Buddhism. Students will analyze foundational texts and thinkers, while considering the interplay between philosophy and religion in Chinese thought. The course also investigates how metaphysical, ethical, and spiritual ideas influenced Chinese culture, governance, and personal practice. Through primary sources and historical analysis, students will gain insight into the enduring impact of these traditions in global cultures.

### **HIST 227 The Global Economy in History**

This is a thematic, case-based course that explores global economies and the rise of the capitalist system as rooted in older patterns of trade and exchange, as historically constructed, culturally embedded, and unevenly experienced global transformation. The course may engage with histories ranging from silk roads and spice routes; the development of Atlantic plantations and colonial banking; to global sweatshops and high-tech manufacturing.

### **HIST 228 Power, Technology, and the Environment (4 credits)**

How have technologies reshaped the world—and who has paid the price? This course examines the global history of power, science, and the environment from the early modern era to the present. Students explore how empires, states, and corporations have harnessed knowledge and technology to transform landscapes, extract resources, and control populations. From colonial botany and climate engineering to fossil fuels and digital infrastructures, the course highlights how technological change has been entangled with inequality, resistance, and environmental crisis. For students across disciplines, this course emphasizes critical thinking, ethical inquiry, and global perspective.

### **HIST 229 Labor, Migration, and the Making of the Modern World (4 credits)**

Explores histories of labor and mobility, from slavery and indenture to economic migrants, guest workers and global nomads. The course will dedicate attention to topics like race, gender, inequality, borders, and the lives of the highly mobile people who drive the world economy.

### **HIST 230 The History of Everyday Life (4 credits)**

What did it mean to eat, sleep, work, love, or worship in different times and places? This course explores how ordinary people experienced and shaped daily life across cultures and centuries. From kitchens and marketplaces to bedrooms and city streets, students examine the intimate spaces where history happened. Drawing on diaries, oral histories, material culture, and visual media, the course highlights how local routines reflect broader patterns of cultural exchange, social transformation, and global change.

### **HIST 250 Gandhi and Moral Leadership (4 credits)**

Central to Mohandas Karamchand Gandhi's thought and activism was the principle of "moral force." It formed the basis of his unique method of activism, satyagraha (quest for truth, his concept of non-violence, his life-style choices including vegetarianism, his idea of religion and politics, state-building and economics. This course explores the various meanings of the "moral force" in Gandhian thought and examines its salience within the history of the political milieu – especially, anti-colonial movements in India that he belonged to. This course also discusses the legacies of Gandhi and the relevance of his "moral force" for the twenty-first century world.

### **HIST 301 China and the Silk Roads World: 500-1500 (4 credits)**

This course introduces the rich and diverse world of trade, religions, and cultures that connected the two ends of the Eurasian world. It starts with survey of Han and Roman trade contacts, and Chinese connections with India via Buddhism, focusing on 7th-15 centuries CE. It examines global interactions produced by the land-based silk routes, including the coming of Islam and Nestorian Christians to China, and travelers to China during the vast Mongol Empire including Marco Polo. It also documents the opening of maritime silk routes through the voyages of the Chinese admiral Zheng He to Africa at the beginning of the 15th century.

### **HIST 302 China in Global Perspective 2: The Internationalization of Modern China (4 credits)**

This course studies how foreign relations have shaped modern China from the Opium War to Alibaba. Topics include commercialization, militarization, and industrialization in the making of the modern state; the international education of Chinese at home and abroad; foreigners in China; the international evolution of Chinese enterprise under capitalism and socialism; the People's Republic and the socialist world economy of the 1950s and 1960s; the "international development of China" as conceived by Sun Yat-sen, and the birth of the modern infrastructure

state; the Chinese diaspora and the re-opening of China after 1978; contemporary China's state-led and private investments abroad and the emergence of a Chinese global citizenry.

### **HIST 306 The United States and China in War and Revolution (4 credits)**

This course examines the rise and fall of the Sino-U.S. alliance during World War II and the Chinese Civil War. While the Sino-U.S. alliance played a crucial role in the victory over Japan, it also contributed to Chinese Nationalist leader Chiang Kai-shek's defeat in the Chinese Civil War. By focusing on interactions between American military personnel and Chinese from all walks of life, we will build a deep understanding of this paradoxical alliance and its relevance to 21st-century U.S.-China relations. Our sources will include letters, diaries, memoirs, speeches, films, treaties, military reports, and the best scholarship on the topic.

### **HIST 309 Global Commodities and Their Discontents (4 credits)**

This seminar traces the global history of political economies through commodities such as sugar, coffee, oil, slaves, opium, gold, wheat, and more. Students may examine how the trade in these goods forged networks, shaped labor regimes, built empires, and redefined human relationships to land and one another. The course emphasizes the environmental, cultural, and ethical consequences of commodification and the ways that political ideologies confront these challenges.

### **HIST 314 Writing the History of War (4 credits)**

This course examines the literary and visual representations of war and mass violence in comparative and historical perspective. Remembering war means remembering suffering and death, and discourses of mourning during and after war come in many forms. Students will identify how war generates complex and divergent narratives that shape collective memories of mass violence in the past and influence the use of militarized violence in the present.

### **HIST 316/PUBPOL 316 The Modern Regulatory State (4 credits)**

Much of the policymaking that structures our world emerges not from Congress or the courts, but from regulatory institutions. This course outlines the historical origins and evolution of modern regulatory institutions, focusing on the Western European and North American experience, from the nineteenth century to the present. For our purposes, "regulatory institutions" include not only public agencies, commissions, bureaus, and boards, but many quasi-public and private entities as well. As this course will reveal, these varied institutions have complex relationships with the businesses, organizations, and individuals whom they hope to regulate, as well as with legislatures, presidential administrations, and the courts. Course readings and discussions will incorporate a wide range of disciplinary perspectives and include a discussion of the recent "revolt" against regulation.

### **HIST 317 The Global First World War (4 credits)**

This course examines the upheaval of the 1914-18 war in a global perspective. The course deals with the origins, conduct and consequences of war in Europe, Asia, Africa and the Middle East, and on the revolution of violence that occurred during the war and which spilled over to the post-war years 1918-23. Topics may include social and cultural trends alongside military encounters and diplomatic developments that transformed the world.

### **HIST 318 World History and Asia (4 credits)**

World History is the study of historical forces that are larger than any individual nation-state. Environmental change, religion, migration, trade, war, and migration are just some of the topics explored by world historians. “World History and Asia” is a seminar-style course in which students will engage with critically respected transnational histories of Asia. Students learn concepts critical to the writing and conceptualization of world history and read fascinating scholarship that applies these ideas to the study of Asia. This class is designed to support the research and writing of Signature Work Projects.

### **HIST401 Global Connections (4 credits)**

This seminar explores topics in world history through the lens of global connections, emphasizing how organizations, people, ideas, goods, and environments have moved across borders and shaped historical change. The course is designed to accommodate a range of themes that engage in key debates and methods in global and transregional history. Readings and assignments will vary by theme and instructor.

### **HIST 402: Confluences: Histories of Rivers, Oceans, and the Environment**

How have humans shaped and been shaped by rivers, oceans, and other natural environments? This seminar examines the cultural, political, and environmental histories of aquatic spaces and the blurred boundaries between natural and built environments. Topics may include weather modification, river engineering, disasters, pollution, food and farming, oceanic trade, and spiritual practices, among other themes. Students will analyze a wide range of primary sources such as scientific and technical reports, newspaper and magazine articles, governmental debates, and historical accounts of environmental change. The course emphasizes how ideologies, cultural habits, and economies have influenced human relationships with water and nature.

### **HIST 410 The Spice Race: How the Spice Trade shaped our World (4 credits)**

Before the Industrial Revolution, the global economy was driven by spices, and other rare and exotic commodities, many sourced from Asia. The global competition to acquire and monopolize spices—the “Spice Race”—was a great engine for world history and economic development from c. 1250-1800. It made “spiceries”, like Southeast Asia, centers of global trade and cultural exchange. This trade expanded the power of Asia states; drove European exploration; inspired

scientific research; and became a key driver for the European colonization of Asia, and the world. The “Spice Race” provides a fascinating lens on our modern economic and political order.

### **HIST 412 Global Labor History (4 credits)**

What is the profile of the worker of the world? Though there are sophisticated social histories of the Global South, the overwhelming majority of works in labor history dwells on the figure of a white, male, free, waged worker of the Global North. This course challenges such a myopic conceptualization of the worker. Taking the world between 1700 CE and 2000 CE as the point of reference, it examines interdisciplinary approaches to study the social history of work and workers. It presents a far more diverse figure of the worker, and her/his subjectivity through the lens of a global understanding of institutions of control and oppression such as commerce, gender and race.

### **HIST 413 The Color Line: A Worldwide History of White Supremacy (4 credits)**

Few ideas have impacted world history as has the idea that human beings with different skin colors or physical characteristics are fundamentally different or unequal to each other. Though having some old roots, this idea is largely a modern one. Beginning with the conquest of the Americas, the slave trade, and reaching its high point through colonization of Africa and Asia, as well as the Holocaust, Europeans formulated the idea of a “white race” superior to all other races. This course will trace the history of this idea, how it was used and implemented in various parts of the world, how it was combatted and occasionally overthrown, and how its legacies shape global political debates in the present.

### **HIST 414 The Age of Revolutions, 1640-1865 (4 credits)**

Beginning in the 1640s, the Atlantic world went through an interconnected cycle of social cataclysms which were given a term novel at the time: “revolutions.” This course will survey this first cycle of revolutions, which began with the English Revolution, cascaded into the American and French Revolutions, and culminated in the Haitian Revolution Latin American Independence, and later the Taiping Rebellion, the Indian Revolt of 1857, and the American Civil War. These upheavals gave birth to modern politics. Monarchies were overthrown, democracies were formed, and seemingly commonplace political ideals—such as liberalism, socialism, democracy, abolitionism, nationalism, decolonization, human rights, “left” and “right”—were first articulated or implemented during this period of profound upheaval.

### **HIST 415 The Origins of Capitalism, 1500-1900 (4 credits)**

Capitalism has transformed the globe over the past 200 years and is constitutive to the processes now called “globalization.” Yet what is capitalism? In what ways can one define it? How did it originate? Is it new? This course will look at the historical origins of capitalism from its beginnings in the 16<sup>th</sup> century through the industrial revolution of the nineteenth century. Students will encounter hotly-debated theories on how capitalism emerged, from dependency theory to the “transition debate” to the “great divergence” debate, while exploring the ways

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factories, markets, democracy, feudalism, slavery, and colonialism either enhanced capitalist development, worked with it, or proved barriers to it.

## Courses with Course Subject: Humanities (HUM)

### HUM 105 Critical Comparative Studies (4 credits)

What is “culture”? Where can we observe it and how can we study it? And, most importantly for a globalizing world: Can we compare “cultures”? What are the assumptions and parameters that would make such comparison possible in the first place? This course addresses the forces and concerns central to understanding culture and cultural difference. Discussions will pay attention to both the global and local/regional levels on which culture can be observed and compared. Understandings of culture touch upon many forces and concerns, including questions of gender, ideology, religion, nationalism and colonialism. By building a firm understanding of the theoretical approaches to culture, this course will explore the toolbox of comparative cultural studies.

### HUM 201 Research in Philosophy and Religion

This course explores the dynamic interplay and distinctions between philosophy and religion as intellectual and text-based traditions. Students will examine foundational questions such as “What defines a tradition as ‘philosophical’ or ‘religious?’ How do these disciplines intersect, diverge, and influence one another across historical and cultural contexts?” Drawing on case studies, students will analyze how boundaries between these fields are constructed and contested. The course prepares students to critically engage with texts and ideas, fostering a nuanced understanding of how philosophical inquiry and religious traditions shape—and are shaped by—human thought and society. **Prerequisite:** ARHU 101

### HUM 202 Empires and Culture (4 credits)

In 1800, Europeans controlled 35 percent of the earth’s land surface. By 1914, it was 84 percent; American and Japanese imperialism soon followed. Beyond political control and economic exploitation, culture was instrumental in legitimizing imperial rule through the discourses of civilizing mission, scientific racism, social Darwinism, and in the Japanese case, a co-prosperity for Asians through assimilation. However, colonized peoples contested imperialism and colonialism through cultural practices such as mimicry, “signifying”, literary practice, and critique of liberalism and humanism. This course examines how culture is inscribed in the workings and failings of empires and their legacies.

### HUM 205 Texts in Motion (4 credits)

What does it mean for a text to “go global”? How would audiences read it differently across the contexts in which it is marketed? How do various technologies create possibilities and constraints in the publishing industry? This course examines cultural production and circulation through the lenses of material and literary history, economics and industry, and creative practice. Possible topics include print technologies (the typewriter and Xerox machine), popular and countercultural publications (manga and zines), and literary case studies (a text read in various geographic and temporal contexts). Students also produce, “market,” and circulate their own

texts, creatively and critically reflecting on the roles of author and publisher as forms of rooted globalism.

### **HUM 301 Superstories: Narratives that Shaped the World**

This course explores how ideas move across different traditions and national histories. It examines myths, philosophical ideas, national narratives and great books from different regions and historical periods, analyzing their roles in identity formation, nation-building, social cohesion, moral guidance, and poetic innovation. Students will engage with concepts of cultural translation, considering how these narratives evolve and adapt in different contexts. Together, we will uncover the ways in which grand narratives and big ideas are not a thing of the past, but continue to thrive, intersecting with contemporary issues such as nationalism, neoliberalism, globalization, migration, the rise of AI, and climate change. By the end of the course, students will appreciate the enduring significance of superstories in our interconnected world.

**Prerequisite(s):** ARHU 101

### **HUM 302 Gender in Global Perspective (4 credits)**

Is every-body either male or female? Does the body precede being female or male, black or white, gay or straight? Has the body always been so throughout history? This seminar will use interdisciplinary and cross-cultural lenses to examine gender, one of the most important aspects by which our bodies are categorized. We will consider the contestation of “gender” in the context of decolonial critique and conservative “anti-Gender” backlash; and will read a wide range of texts on questions such as embodiment, medicine, historiography, trans debate, and performativity.

### **HUM 405/MEDIART 405 The Curatorial: Theory and Practice (4 credits)**

Is everyone a curator? The etymological meaning of to curate – to take care of – has become, with the ever-expanding meaning of art and exhibition making, both central to and contested by practitioners who carefully conceptualize, comment, organize, and show art. In this course, we ask fundamental questions of what curation does and should do. We will: 1. Look at different theories of curation, illustrated by exemplary exhibitions across the world, 2. Learn about curation in its multifaceted practicalities, 3. Critically assess new trends in curation and artistic practices at large, 4. Have opportunity to curate art exhibitions and/or cultural events on campus.

**Prerequisite:** Consent of the Instructor

### **HUM 490 Senior Seminar in Humanities (4 credits)**

This seminar is a core component of the interdisciplinary major in Humanities. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to

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apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

**Courses with Course Subject: Independent Study (INDSTU)**

**INDSTU 391: Independent Study**

Individual non-research directed study in a field of special interest arranged on a special topic by an instructor with related interests and expertise, under the supervision of a faculty member, resulting in a significant academic product.

**Prerequisite(s):** Consent of the Instructor

## Courses with Course Subject: Information Science (INFOSCI)

### **INFOSCI 102 Computation and Problem Solving (4 credits)**

Computation and Problem Solving is recognized as a key skill set for all 21st century learners. This course will focus on the key aspects of computational thinking: Tasks as a series of steps (algorithms); Problem solution at many levels of detail (abstraction); Solving large problems involves breaking it down into a set of smaller problems (decomposition); New problems are likely related to other problems the learner has already solved (pattern recognition); Solutions to a problem may be used to solve a whole range of similar problems (generalization).

**Prerequisite(s):** COMPSCI 101 or STATS 102 or Consent of the Instructor

### **INFOSCI 103 Computation, Society & Culture (4 credits)**

A wide-ranging survey of how computational media forms enable us to imagine and re-invent our help us to understand, interpret, and represent the past, negotiate present-day challenges, and build the future. Objects of computational exploration and analysis considered in this course will come from the sciences, education, industry, the arts, and entertainment, with the goal of understanding how computational methods cut across traditional disciplinary boundaries, and how advances in one area affect development in another. The course also includes study of the social, ethical, and cultural consequences of digitization, automation, artificial intelligence, and the globalized information and communication systems facilitated by computation.

### **INFOSCI 104 / MEDIA 104 Digital Design (4 credits)**

This course provides an introduction to design as a critical and creative practice within the context of computational domains. Topics covered include concepts in graphic and information design, including synergies, resonances, and contradictions between mathematical and artistic approaches and traditions. The course also includes an introduction to design thinking as a trans-disciplinary phenomenon encompassing iterative development cycles, structured and emergent behaviors, divergent thinking, and transferable methods. The emphasis will be on both scientific and artistic approaches to knowledge production, creativity, and communication, and how cross-functional project teams can work together in generative and productive ways.

### **INFOSCI 105 Experimental Interface Design (4 credits)**

This course explores issues surrounding embodied approaches to interface design. It articulates methodology for generating new forms of human/computer interface; includes workshops, discussions, student presentations, critiques and group brainstorming sessions. Content includes that which is related to biomimetics; haptic body knowledge; multi-modal sensing; physical computing; physical | digital relationships; networked relations; the potentials of virtual space and different qualities of space, both visual and sonic. Database potentials are discussed and explored in service of developing new approaches to interface.

### **INFOSCI 113 Googlization of Knowledge: Information, Ethics, and Technology (4 credits)**

This course focuses on the causes of human behavior related to critical thinking and the development of specific literacies – digital, data, visual, media, and technology – and the ways that social structures apply to finding, evaluating, and effectively using different types of information. In this course, students will develop analytical skills to examine the political and societal factors that influence literacy skills as they relate to information – its creation, availability, and application. We will examine the ethical, economic, and political issues inherent in the use and regulation of technology as they apply to the access and production of information.

### **INFOSCI 201 Interaction & Physical Computing (4 credits)**

Interaction & Physical Computing is a course that explores the object-oriented programming and physical computing for artists and designers. Through looking at development environments such as Processing and Arduino, paired with physical components such as the Kinect, Leap Motion and sensors, we will explore how to create various interfaces and systems that bridge the virtual and physical worlds. We will explore key concepts such as Input/Output, Interface, Interaction, etc. through course work, familiarizing students with digital tools and prototyping methods. This is an entry level computation class, no programming or hardware experience or prerequisites required.

### **INFOSCI 202 3D Modeling and Animation (4 credits)**

This course covers basic concepts of 3D modeling and animation; fundamentals of computer geometry; knowledge of basic tools of 3D software, introduction to modeling, texturing, lighting, and rendering; combination of these techniques in a final project.

### **INFOSCI 206 Urban Data Visualization and Communication Methods (2 credits)**

This course focuses on digital visualization and communication methods which can be used to represent and describe place and its changes. Through lectures, laboratory exercises, and experiential learning, students will learn a series of digital technologies, including ESRI ArcGIS, CartoDB, Microsoft Excel, Microsoft Access, and MassGIS. Students will use these software programs to analyze, interpret, and present spatial and demographic patterns of different phenomena. The overarching goal of this course is to improve students' spatial reasoning abilities and to help them master data visualization and communication skills.

### **INFOSCI 301 Data Visualization and Information Aesthetics (4 credits)**

Combination of lectures, labs and workshops on the theories and practices of data visualization, focused on creative applications of advanced tools and software, including introduction to data scraping, data cleaning, and elementary coding. Innovative strategies to develop new databases with imperfect information, combining qualitative and quantitative data, on the interface of the humanities and the social sciences. Individual and collaborative research projects combining qualitative and quantitative analysis with weekly feedback and assessment.

**Prerequisite(s):** COMPSCI 101 or 201 or STATS 102 or INFOSCI 201

### **INFOSCI 302 Urban Informatics and Sustainable Design (4 credits)**

Urban informatics is an interdisciplinary field within information science that quantifies the dynamic relationships between people, places, movement, nature, and the built environment. This course offers students the computational tools and knowledge needed to redesign urban environments for sustainability. Students will be introduced to fundamental concepts in GIS, urban informatics, digital twin, and sustainable design. Whether students have an interest in computation or design—such as urban planning, architectural, or fashion design—this course will equip them to integrate data and design in innovative ways and help to shape the cities of tomorrow.

### **INFOSCI 304 Game Engine Programming and Immersive Media (4 credits)**

This course introduces game development, virtual production, and immersive media using the Unreal game engine, Blueprint Visual Scripting (BVS), and C++ programming. Students will learn how to manage the game engine's workflow and capabilities while taking advantage of its flexible, customizable, and robust functionality through C++ programming and BVS. This includes basic concepts of algorithms and data structures and a discussion of basic computer graphic concepts for digital artists, immersive storytellers, game developers, and virtual producers. Fundamental topics covered include interaction design, game system frameworks, importing various 3D model formats, VFX, character design, environment design, game mechanics, behavior trees, animations, user interfaces, and XR (VR/MR/AR). No prior coding experience is assumed.

**Prerequisite(s):** INFOSCI 202; COMPSCI 101 or 201 or STATS 102

### **INFOSCI 305 Virtual Museums and Digital Culture Heritage (4 credits)**

How can virtual and augmented reality transform the way we experience museums? How does visualization technology allow us to reinterpret artifacts of the past? This course integrates case studies and curatorial projects to examine ways of applying digital media to museum practice and cultural heritage. We will experiment with technologies such as 3D scanning, web platforms, VR, AR, and data visualization. Through readings, field trips, class projects, and potential collaboration with local cultural institutions and practitioners, we will explore their creative applications in the preservation, interpretation, reimagination, curation, and presentation of cultural heritage.

### **INFOSCI 306 Machine Reading: APIs for Text and Image Analysis for the Arts and Humanities (4 credits)**

Application Programming Interfaces (APIs) and Artificial Intelligence (AI) have given rise to a new and complex set of technologies, protocols and routines that enable new research methods and forms of presentation for scholarship and creative practice with images and text. Applying machine learning to text, known as text mining, and to images, referred to as image processing or image analysis—terms frequently used for the quantitative analysis of these mediums—presents unique intellectual challenges and represents a rapidly growing area of Digital Humanities. This course introduces students to this interdisciplinary field through a humanities-oriented media-theory framework.

### **INFOSCI 308 Data and Visualization (4 credits)**

Our world is increasingly complex and laden with many forms of measurable data. Infographics abound, but whether explicit or not, the stories they tell are all designed. In this hands-on course, students will learn to use mapping and design techniques to sort and synthesize data, unlock insights and communicate information. We will create four different types of maps and infographics and students will practice finding insight from both qualitative and quantitative information.

### **INFOSCI 309 Speculative and Critical Design (4 credits)**

This course examines and applies the principles of design as a critical and discursive research practice. Objects are important but design has the opportunity for intellectual service. Discursive design's primary agenda is to convey ideas. It asks its audience to take an anthropological gaze and seek understanding of its artifacts beyond basic form and utility. The course explores how and why discursive design is more important than ever while investigating its evolution from radical design, speculative and critical design, and design fiction. Students will engage in research driven design projects that culminate in a public exhibition of discursive designs.

**Prerequisite(s):** INFOSCI 104 / MEDIA 104

**Courses with Course Subject: Integrated Science (INTGSCI)**

**INTGSCI 205 Scientific Methods and Communication (4 credits)**

This course trains students basic research methods and communication skills in natural science disciplines. Within the scenario of science in everyday life, essential components for conducting a scientific project are introduced. Those components include but not limited to how to conduct literature survey and critically read research articles, how to formulate a scientific question and draft research proposals, how to design, conduct experiments and analyze data, as well as how to communicate research outcome effectively. Sophomore or above standing is required.

**Prerequisite(s):** PHYS121 or CHEM110 or BIOL110

**Courses with Course Subject: Italian (ITALIAN)**

**ITALIAN 25 Advanced Intermediate Italian (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Italian.

**ITALIAN 101 Beginning Italian 1 (4 credits)**

This is the first course in the beginning level Italian sequence. There are many reasons to study Italian: Italy's artistic, cultural, gastronomic and literary heritage all combine to make study of Italian a good choice. The course, mainly conducted in Italian, integrates traditional pedagogical goals of speaking, reading, and writing the language with a commitment to help students to acquire strategies to become an effective independent language learner. There is no prerequisite.

**ITALIAN 102 Beginning Italian 2 (4 credits)**

Italian 102 is the second introductory Italian course. In this course students will use Italian to communicate during class meetings, individual sessions and group meetings. They will develop their linguistic and communicative skills in a variety of familiar everyday contexts, performing drama activities, role play activities, and engaging in contextualized conversations. At the same time students will learn how to build their own strategies to become effective independent language learners, experimenting with various methods and designing weekly plans.

**Prerequisite(s):** ITALIAN 101

## Courses with Course Subject: Japanese (JAPANESE)

### **JAPANESE 23 Intermediate Japanese (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Japanese.

### **JAPANESE 101 Beginning Japanese 1 (4 credits)**

This is the first course in the beginning level Japanese sequence. It is conducted in a seminar style and emphasizes giving students abundant opportunities to consistently and systematically use Japanese to communicate. It also has independent-learning elements which will help students become better self-learners and acquire a special set of skills that are pertinent to their own interests. Preparation before each session is expected and crucial for student success in this course. There is no prerequisite.

### **JAPANESE 102 Beginning Japanese 2 (4 credits)**

This is the second course in the beginning level Japanese sequence. It is conducted in a seminar style and emphasizes giving students abundant opportunities to consistently and systematically use Japanese to communicate. It also has independent-learning elements which will help students become better self-learners and acquire a special set of skills that are pertinent to their own interests. Preparation before each session is expected and crucial for student success in this course.

**Prerequisite (s):** JAPANESE 101

### **JAPANESE 201 Intermediate Japanese 1 (4 credits)**

This is an intermediate Japanese course. In the classes, students will consistently and systematically use Japanese to communicate. To successfully do that, students will need to spend time to prepare for each of class meeting. Students will have detailed guidelines that describe what to do before each meeting, but students are responsible for actually completing those tasks. This course is also designed to help students learn to become more effective independent language learners through a combination of group meetings and individual sessions.

**Prerequisite(s):** JAPANESE 102

### **JAPANESE 202 Intermediate Japanese 2 (4 credits)**

This is an intermediate Japanese course. In the classes, students will consistently and systematically use Japanese to communicate. To successfully do that, students will need to spend time to prepare for each of class meeting. Students will have detailed guidelines that describe what to do before each meeting, but students are responsible for actually completing those tasks. This course is also designed to help students learn to become more effective independent language learners through a combination of group meetings and individual sessions.

**Prerequisite(s):** JAPANESE 201

**Courses with Course Subject: Korean (KOREAN)**

**KOREAN 101 Beginning Korean 1 (4 credits)**

This is the first course in the beginning level Korean sequence. In this course students will build a solid base of vocabulary and pronunciation skills and set a foundation for reading, writing, listening and speaking in order to begin to engage in daily life in Korean. In this course students will also learn about how to learn a new language and about how to independently build language skills. This course will mostly be conducted in Korean, and students will consistently and systematically use Korean to communicate both in and out of the classroom. There is no prerequisite.

**KOREAN 102 Beginning Korean 2 (4 credits)**

Beginning Korean 2 is a 14-week course in which students will continue to build the reading, writing, listening, and speaking tools needed to communicate and function in a variety of real-life situations. In this course, students will build a solid base of vocabulary and pronunciation skills that will allow them to begin to engage in daily life in Korean. Students will also learn how to independently build language skills. This course will mostly be conducted in Korean, and students will consistently and systematically use Korean to communicate both in and out of the classroom.

**Prerequisite(s):** KOREAN 101

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**Courses with Course Subject: Latin (LATIN)**

**LATIN 25 Introduction to Literature (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Latin.

## Courses with Course Subject: Literature (LIT)

### LIT 105 The Epic of America (the novel) (4 credits)

This course introduces a range of works from the US canon that engage the concept of travels in relation to the themes of race and slavery, gender and sexuality, and citizenship and empire. Through reading some great American novels, we will explore travels and mobility from pre-Civil War to modern America, and from the slave-holding south to multiracial and multicultural metropolises both within and beyond the US borders. By drawing connections between these great American novels, we will discuss how they collectively cross and challenge national, geographical, and political boundaries of the color line—and importantly—how they resonate with Duke Kunshan University’s core concept of “rooted globalism.”

### LIT 106 American Otherness and Otherness in America (4 credits)

The United States of America is founded on the idea of universal equality with respect to moral worth and fundamental rights. This radical idea, which had no precedent in history, has always been fundamental to America’s self-understanding and to its singular place in the community of nations. And yet, the concept of “otherness” has never been far from the surface in American political and cultural life. An official ideology of equality has never been able to eliminate real inequalities and exclusions that have produced, for some, feelings of entitlement or special distinction, and for many others, feelings of solitude, exclusion, or powerlessness. A sense of singularity, non-belongingness, apartness, or exceptionalness characterizes many of the most distinctive aspects of American culture. This tension between what America claims to stand for—a harmonious society in which everyone has equal moral worth and equal rights—and the reality of daily life for those who feel for whatever reason that they stand apart from the whole will be the subject matter of this course. This subject will be approached by reading foundational texts in which the ideology of equality is articulated, and by considering a wide range of other materials in which this ideology is explored, tested, or challenged.

### LIT 107 From Data to Narrative: A Workshop in Non-fiction Writing (2 credits)

In our daily lives we are overrun with data, endless bits of information about our environment, health, location, preferences and social contacts. Walter Benjamin has decried this as a modern condition of being bombarded with data, but with no ability or effort to synthesize it into the narrative form in which humans can process and intake it. This course will explore the genre of non-fiction writing as a means to effectively communicate various forms of data. Readings will include examples of leading non-fiction writers such as Sven Lindqvist in cultural studies and history, and Simon Singh in science. The course will also cover basic conventions of citation and reference. Students will practice researching and writing historical, biographical or other fact-based information into narrative form. During the term, student will also workshop their own researched narrative piece.

### **LIT 108/MEDIART 108 Love and Dreams on the Chinese Stage (2 credits)**

What are the conventions for writing about Chinese culture in academic English? How can scholars write about performance at all? Learn both these skills as you explore the literary dreamscape of Chinese theatre, highlighting Kunqu – the classical form of late imperial Chinese song-drama. This course is one of the program two-credit writing courses at DKU designed to improve your writing ability. As part of the experience, students will venture on theatre trips to watch live Kunqu, be introduced to the art of literary translation and learn to analyze and compare performances, explore contemporary adaptations and writing about the significance of each rendition.

### **LIT 109 Writing Stories for Children (2 credits)**

When children are captivated by a story, what elements draw their attention? What stories from our childhoods do we remember for years to come, and why? This course explores writing stories specifically for children from both creative and critical perspectives. We learn to analyze and employ literary techniques and devices like point-of-view, imagery, plot, rhyme, and more. In addition to developing our argumentative writing skills through close reading, we also write and revise our own children's stories. The course culminates in a special event in which we print and share these stories with their intended audience – children.

### **LIT 110 The Art of the Interview (2 credits)**

The interview is a vital research tool that crosses forms of media and academic disciplines. However, it can be difficult to know how to conduct a good interview. How does an interview succeed or fail, and who is its audience? Can the interview be an artform in itself? This course explores interviews in various contexts, including popular culture, to analyze the audience expectations and research implications of interviews. Students will build argumentative writing skills by analyzing interviews. They will also conduct a series of interviews themselves, gaining experience as interviewers and interviewees.

### **LIT 111 Crafting Narratives in Video Games (2 credits)**

In this course, you will enhance your creative writing and critical analysis skills by exploring how video games use narrative to captivate and motivate players. You will learn how games manipulate various narrative elements, such as plot, setting, character, and conflict, and how games differ from other storytelling media. Through examining the consistency and complexity of a game's story, you will produce writing samples showcasing your ability to create your own engaging game narratives.

### **LIT 112 Writing Through Fairytale (2 credits)**

This class treats fairy tale film adaptations as case studies for developing genre analysis skills through the medium of academic movie reviews. Rather than focusing on cinematic techniques alone, students will examine how modern retellings transform, subvert, or reinforce the narrative conventions, thematic structures, and cultural functions of traditional fairy tales. Students will

explore what fairy tales are, how they function, and why they are a seemingly universal genre—found in every society—that distill primal fears, desires, and moral lessons into narratives of hope, cleverness, and resilience.

### **LIT 201 Asian-American Arts and Letters (4 credits)**

This course examines the history of Asian-descent literature including fiction, memoir, poetry, drama) and, to a lesser extent, expressive cultures (film, martial arts, music) with special emphasis on Chinese America. Topics include broad themes of cultural identity, memory and belonging, gender and class, as well as specific issues of the relationship between diaspora communities in the US and national cultures in Asia. Texts are placed within the context of the history of Asian American acclamation, focusing on tensions between cultural assimilation into mainstream America and the pressure to maintain distinctive cultural identities.

### **LIT 202 African American Literature and Culture (4 credits)**

This course examines the history of African narrative, drama, poetry, and such expressive arts as the sermon, the political address, and popular music. Narratives are placed in the context of the history of slavery, emancipation and the continuing struggle for civil rights. Topics include questions of self-identity and American citizenship; the reception of African American literature overseas; the construction of pan-African identities and politics; literature of the African American diaspora; and the concept of home. Students will gain a cross-cultural understanding of the African American experience and its ongoing significance in American life and politics.

### **LIT 203 Reading Empire (4 credits)**

We are familiar with categories such as Anglophone and Francophone that describe literature written in English and French outside of England and France, respectively. We are, however, less acquainted with Sinophone and Japanophone literature as objects of study. What the various – phone literatures have in common is the depiction and contestation against the imperial centers from the peripheries. Ranging from a variety of fictional and theoretical texts, films, and images, this course examines the histories, languages, and philosophies of literatures that challenge the logic of imperialism not just in name, but also in its social, political, economic, and cultural legacies.

### **LIT 204 / MEDIA 204 Online Novels and the Chinese Public Sphere (4 credits)**

Online literature constitutes the largest readership and a booming economy in China today. Popular genres include science fiction, urban leisure, martial arts, historical fiction and horror. Successful online novels have millions of followers and are often turned into games, TV dramas and feature films. Subscribers are free to comment on the websites and the fictions they host. How do we understand the proliferation and success of this online literature and its relation to the public sphere? By analyzing the content and the form of online literature in China, the class examines the popularity of online fiction and its socio-economic conditions.

**LIT 205 American Lyric Across Borders (poetry) (4 credits)**

After Whitman and Dickinson's Romantic call to the world beyond U.S. borders, this course turns to the controversy between the rootedness of Frost, William Carlos Williams, and Langston Hughes and the internationalism of Stevens, Eliot, H.D. (including the Sino-philia of Pound), both of which can also be seen as belated forms of Romanticism. Possible attention to later explorers of such issues as Robert Duncan, Gwendolyn Brooks, Sylvia Plath, and Frank O'Hara; to the populist challenge of song lyric (blues, tin pan alley, folk, rock, hip-hop); or to the problems of translation and translatability.

**LIT 208/ARTS 208 From Cool Japan to the Korean Wave: Popular Culture from East Asia (4 credits)**

The hegemony of American popular culture notwithstanding, cultural products from Japan and South Korea are becoming significant players in the globalization of culture. From the de-Disneyfied anime to the hybridized R&B K-pop, these cultural products challenge American cultural domination, and inspire alternate forms of aesthetics, participation and enjoyment. This course examines the historical formation of Japanese and Korean popular culture, focusing on their contested cultural meanings at the national, regional, and global scales. Some of the issues we will consider include cultural imperialism, fandom, the role of the state and the development of cultural industry, representations of race and gender, capitalism and transnationalism.

**LIT 209 Critical Inter-Asia: Rethinking Local and Global Connections (4 credits)**

This course considers a variety of literary texts from the perspective of the nexus of cultures and societies in Asia. It emphasizes critical, transnational and interdisciplinary perspectives on two or more Asian cultures and their interactions in the world. In addition to providing the critical theoretical tools to analyze the production and reception of inter-Asian texts, the course will cover a representative variety of texts including history, literature, current affairs, cinematic, visual, and pop-cultures. By framing these texts in their local, regional, and global contexts, a comprehensive critical analysis will be developed.

**LIT 210 Writing Machines: Literature, Technology, and the Future (4 credits)**

What if humans had the power to create intelligent life. What would they do with that power? What would such creatures be like? These questions have captivated the imagination of storytellers for thousands of years. Prometheus stole the power to create life from the Greek gods. The Rabbi of Prague brought a clay creature to life with magical incantations. Frankenstein accomplished it with science on the operating table. And computer programmers try to build such creatures with AI technology. In stories, the end is always the same: the creature gets out of control, it threatens its creator and needs to be subdued. In this course, we will read stories of human effort to bring to life their own creations. We will discuss the literary features of such fantastical creations as the Golem, Frankenstein's monster, Androids and AI. Over the term we will come to appreciate the human desires and fantasies associated with this figure and ask what these robots and monsters can tell us about our own humanity.

### **LIT 211/POLSCI 211 Politics and Literature (4 credits)**

In the past, the poet was regarded, not as an antipolitical bohemian nor as a political partisan, but rather as a wise teacher who could help us to understand the drama of human life as a whole and the drama of political life in particular. The goal of this course is to investigate the nature of politics and human nature by studying a number of masterpieces of classical literature. As we study these works, we will consider such themes as the equality of the sexes, democracy and aristocracy, science and politics, religion and politics, love and politics, and ambition and politics.

### **LIT 212 Survival of the Fittest: Stories of Endurance and Extinction in World Literature (4 credits)**

For centuries, one story in particular – “the survival of the fittest” – has influenced how individuals and communities make sense of their struggles. Challenges of ethnic rivalry and culture clashes, disease and immunity, commerce and poverty, even natural disasters and the threat of human extinction, all have been explained according to this “law of nature.” This course surveys a range of literary works and cultural figures that have produced the power of this story in world literature and culture. From Shakespeare to Yuval Noah Harrari, the course analyzes the perils and possibilities that this story holds for our human future.

### **LIT 213 Literature and Global Citizenship (4 credits)**

What does it mean to be a global citizen? What can literature reveal about the social, cultural, and ethical dimensions of an increasingly interconnected world? What modes of critique, formations of belonging, and possibilities for conceptualizing the world —and one’s place in it— does of literature offer? Through a variety of texts, paired with perspectives drawn from literary criticism as well as sociology, anthropology, and philosophy, this interdisciplinary course will explore the possibilities as well as tensions inherent in differing conceptions of both the ‘globe’ and of ‘citizenship’.

### **LIT 214 Introduction to Literary Research Writ Large (4 credits)**

Where does the meaning of a text come from: the author, the reader, the style? Why are the philosophical, historical, political and aesthetic contexts important for reading literature? What is the relationship between literature and society, arts and politics, form and content? This course takes a global approach to questions of text and meaning and includes a representative diversity of traditions and theorists of literature and aesthetics. The aim is to equip students with the tools to be attentive readers of literature and text.

**Prerequisite:** ARHU 101 or any 100- or 200-level 4-credit LIT course

### **LIT 215 Self-Making in the American Imagination (4 credits)**

Mega-stars like Steve Jobs and Beyoncé and key political and cultural figures like Abraham Lincoln and Anne Bradstreet are all routinely described as “self-made”. The American belief that individuals achieve financial, political and social success exclusively on their own is crucial to understanding the U.S. and its impact on the world. This course looks at the historical origins of

self-making and its cultural representations from the colonial era to the present. It prepares students to understand how the theme of self-determination shapes culture, identity and politics in the U.S. and in how Americans often engage with other cultures and countries.

### **LIT 216 Introduction to Creative Writing and Translation (4 credits)**

Novelists, poets, journalists, translators: there are many words to categorize writers. Yet in practice, writers often work in several genres, even producing pieces that resist single generic labels and cross languages. How can we decide which genres are best suited to a subject? What kinds of creative practices develop our strengths as writers? How do we decide what language(s) to work in? This course is an introduction to creative writing and translation across genres and contexts. Throughout the course, we challenge our preconceptions of ourselves as particular kinds of writers.

### **LIT 219/MEDIART 219 Stage Translation for Kunqu (2 credits)**

This course develops skills in translation from Chinese to English in the context of Kunqu theatre. Students study the conventions of Chinese formalized stage speech while increasing their command of both formal and oral English expression. They will learn strategies to express complex cultural references with brevity and without the luxury of footnotes. The course includes an experiential learning where students will have the opportunity to work on subtitles that will be used by the Kunshan Contemporary Kunqu Theatre. Students will attend rehearsals and work with actors to reconcile their translations to the stage tradition.

### **LIT 220 Line Breaks and Chapbooks: Poetry Workshop (4 credits)**

From the first line break to the last stitch of bookbinding, this workshop leads students through the writing and publication of a short series of poems. For the first two-thirds of the course, students draft poems, honing the use of poetic techniques like imagery, comparison, rhythm, form, diction, and so forth, and practice giving and receiving critique in workshop. In the last third of the course, they collect their poems into a chapbook or pamphlet, learning how to best use the page to convey their work. The course culminates in a poetry reading to launch and celebrate the chapbooks.

### **LIT 221/RELIG 221 Comparing Religions: Texts, Orality, and Myth (4 credits)**

Who are you? What might you become? What is the world and does the world have a purpose? Questions like these lie at the heart of religious traditions around the world, and have inspired and frightened humans since the very beginning of our history. In this course, we will explore some of these traditions by going on a vision quest, a journey for insight. We will encounter ghosts, people who can fly, charismatic healers, and many more weird things. This is a course that might change your life. Welcome to the study of religion.

### **LIT 223/CHINESE 423 Topics in Modern and Premodern Chinese Literature (4 credits)**

This course examines topics in Chinese literature. Topics will vary depending on the instructor and student interest.

**Prerequisite(s):** International (CSL-track) students must have completed or placed out of Chinese 402. Students who have completed Chinese 401 may seek permission from the instructor.

### **LIT 298-1 Special Topics in U.S. Literature**

This course offers an in-depth exploration of specific topics in U.S. Literature. The topic or theme will vary based on the instructor and curricular needs.

### **LIT 298-1 Special Topics in Literary Traditions**

This course offers an in-depth exploration of specific topics in literary traditions. The topic or theme will vary based on the instructor and curricular needs.

### **LIT 301 The Realist Moment (4 credits)**

This course focuses primarily on realism (Howells, James, Gilman, Harper, Johnson), naturalism (Dreiser, Norris, Crane), and regionalism (Twain, Jewett, Chopin, Chesnutt) during the rise of consumer-managerial capitalism, first-wave feminism, and Jim-Crow Reconstruction. Possible attention to early utopian fiction (Adams, Bellamy, Gilman, Howells) or the impact of journalism (Dreiser, Crane, Henry Adams, Jane Addams, and the muckrakers) on fiction.

### **LIT 302 America's Novel Modernity (4 credits)**

This course is focused on the fiction, primarily the novel, that distinguishes the American literary response to the phenomena of “modernity” in the 1920s and 1930s: modernization, urbanization, the rise of consumer and finance capitalism, the Harlem Renaissance and “New Negro” Movements, the anti-immigration and Indian citizenship acts, the press of ethnic upward mobility, and the European literary experimentation called “modernism,” the world-entailing crash of the U.S. stock market. To be drawn from the works of: Stein, Cather, Wharton, Fitzgerald, Hemingway, Dos Passos, Larsen, Toomer, Schuyler, Hurston, Barnes, Hammett, Roth, McKay, Faulkner, DiDonato, Steinbeck.

### **LIT 303 The Literary Arts of the Cold War (4 credits)**

This course focuses on the fictional, theatrical, cinematic, poetic, and new-journalist representation of the Cold War and its “Hot” manifestations (the Korean and, especially, the Vietnam War, as well as the violent turns in U.S. Radicalism). From the rise of postmodernism and the Beat era (Kerouac, Ginsberg, O’Connor, Williams, Miller) through treatments of the Civil Rights Movement, the New Left, and various manifestations of the Counter Culture (Eastern religions, the sexual revolution, communes, Afro-naturalism, Rowan and Martin’s

*Laugh-In*), especially the anti-War Movement and Black Protest movements, to whatever of the 1970s (belated Vietnam films, feminist impact, etc.) works for closure.

### **LIT 307 Digital Storytelling (4 credits)**

This course introduces the theory, method, and practice of digital storytelling. Students will learn to analyze digital storytelling in various media forms and modes of production, and evaluate the cultural impact of new media narratives. They will explore digital storytelling affordances including text, video, audio, design, animation, and interactivity. Students will gain hands-on experience developing digital narratives and creating digital critiques. No specific digital media authoring experience is required.

### **LIT 309 What('s) the Fuss? The Art and Power of Banned Literature (4 credits)**

What makes a work of literature offensive? And by whom? This course examines a variety of literary works that have been viewed as subversive in different cultural, historical and socio-political contexts. Exploring writers' engagement with the transgression of social codes, the course asks, what can we learn about a culture from its controversial literature? Can a text banned in one culture be enthusiastically received in another? In what ways is taboo literature powerful as it moves across racial, gender, cultural, and geo-political divides? In probing these questions, the course delves into slippery notions of what is "bannable" in various landscapes of literary remapping.

### **LIT 310 Translating Kunqu for the Global Stage (4 credits)**

This course develops skills in translation between English and Chinese in the context of theatre and film. Is performance translatable? How can a translator of subtitles deal with complex cultural references while maintaining brevity and without the luxury of footnotes? Should a translation be loyal to the playwright or to the performer? Can it anticipate audience interpretations, and should it guide them? Students compare translations of key works, develop translations for performances within the local community and consider the role of the translator as a mediator of meaning within a complex system of cultural production.

**Prerequisite(s):** Sophomore standing or above; or Consent of the Instructor

### **LIT 311 Poetry in Conversation (4 credits)**

Across historical moments, poets talk not only to other poets but also to artists working in other media. This course examines poetry in and as conversation. Alongside critical and creative writing exercises, students explore the friendships, gossip, and tensions of various artistic schools and movements. In doing so, the course reveals poetry as a site of collaboration. Possible topics include Cubism, Futurism, the Beats, the New York School(s), Abstract Expressionism, contemporary translation press projects, as well as transhistorical forms like ekphrasis and cut-ups.

**Prerequisite(s):** Any LIT course; or Consent of the Instructor

### **LIT 312 Writing the World: Travel Narratives and Beyond (4 credits)**

Travel narratives include some of literature's most influential and popular works, from Marco Polo's travelogues to Sanmao's Stories of the Sahara. Travel writing remains, however, a vaguely defined and relatively understudied genre. (What about the Odyssey? Is that a kind of travel writing?) However we choose to define its boundaries, travel writing is fundamentally concerned with encounter and representation. How do we make sense of the new? What are the ethics of writing about others? How does travel allow for critical reflection on languages, histories, and identities? What is the relationship between travel writing and forms of imperialism, nationalism, and globalization?

### **LIT 313 Anatomy of Emotions: Literature and Psychoanalysis (4 credits)**

“Where could you find a history of love, of avarice, of envy, of conscience, of cruelty?” asked philosopher Friedrich Nietzsche, whose deeply literary writings have also shaped the field of psychoanalysis. This course will resort to Nietzsche, Sigmund Freud, and Jacques Lacan as theoretical groundwork to reflect on processes of artistic creation and how they (and we) deal with, and sublimate, emotions and affects. Our discussions will be based on close readings across a wide range of genres and traditions, and structured around six thematic dossiers: failure, love, depression, grief, joy, and awe.

**Prerequisite(s):** ARHU 101 or any 100- or 200-level 4-credit LIT course

### **LIT 314 Big Stories: Fiction and Non-Fiction Workshop (4 credits)**

How do worlds come alive on the page? How do authors make their readers feel like they are walking the streets of New York City – or Middle-earth? This creative writing workshop is for students working on fiction and/or non-fiction who wish to improve their worldbuilding skills. Students refine various craft elements in their work, such as tone, plot, setting, periodization, character development, and immersion. The workshop invites students to work on one or more genres of their choice (journalistic nonfiction, video game script writing, fantasy, sci-fi, memoir...) as they hone their voice and style.

### **LIT 315 Translation Theory (4 credits)**

This course examines translation as a concept, an interpretive frame, and a form of creative expression. Students will read theories of translation by literary critics, practicing translators, and cultural theorists and consider the conceptual questions that accompany the production and study of translation. What is the “task” of the translator? What is the relation between a “translation” and an “original”? Discussion and analysis of these questions will explore possibilities of translation between languages as well as between media and artforms.

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**LIT 398 Special Topics in World Literature (4 credits)**

This course offers an in-depth exploration of specific topics in world literature. The topic or theme will vary based on the instructor and curricular needs.

**Prerequisite:** LIT 214 or Consent of Instructor

## Courses with Course Subject: Material Science (MATSCI)

### **MATSCI 101 Introduction to Materials (4 credits)**

This course is an introductory survey of the world of materials science. Materials are everywhere, permeating our life: sustainability, healthcare, technology, and socio-economic progress are all inextricably linked with the study and development of materials. The goal of this course is to open students to the world of material science in order to understand how it relates to what we study across the liberal arts.

### **MATSCI 201 Fundamentals of Materials Science (4 credits)**

This is the introductory lecture class for sophomore students in Materials Science at Duke Kunshan University. This course is an introduction to topics fundamental to materials science: structure, bonding, and thermodynamics. Bonding is the foundation of structure, and the structure provides constraints on the thermodynamic properties of materials. These topics are intimately related and are required for a full understanding of materials' synthesis, fabrication, and processing.

**Prerequisite(s):** CHEM 110 and PHYS 121

### **MATSCI 202 Mathematical Method for Materials Science (4 credits)**

This course focuses on providing students with mathematical knowledge to understand structure-property relationship in materials. The course will be based on “Advanced Calculus for Applications”, which is a textbook designed for undergraduate students with interests in materials science and engineering. Topics include Number Systems and Algebra of Complex Numbers, Elementary Complex Functions, Analytic Functions, Complex Integrals, Taylor Series, Laurent Series, Differential Equations, etc.

**Prerequisite(s):** MATH 201

### **MATSCI 301 Materials Synthesis and Characterization (Lab) (4 credits)**

This lab course is designed to expose student to synthesis and characterization methods commonly used in materials science. Solution based methods, chemical vapor deposition, solid-solid reaction, SEM, TEM, x-ray diffraction RAMAN, IR, and electrochemical characterization will be the topics with which students will have hands-on experience.

**Prerequisite(s):** CHEM 201, MATSCI 201

### **MATSCI 302 Electronic, Optical and Magnetic Properties of Materials (4 credits)**

This course discusses the electronic, optical and magnetic properties of materials, and how the properties are related to their electronic and molecular structures. Specific examples of important materials will be discussed in the class, including materials for electronic devices, materials for electro-optical devices, optical fibers, solar cells and other devices. How the chemical composition and physical structure changes the properties at nanoscale will also be a major topic of discussion.

**Prerequisite(s):** MATSCI 201 and PHYS 122

### **MATSCI 303 Phase Transformations (4 credits)**

The state of matter is dependent upon temperature, thermal history, and other variables. In this course the science of structural transitions is treated, with the purpose in mind of utilizing them for producing materials with superior properties. The subjects covered include the methods of structural analysis, solidification, solid state transformation, and order-disorder transition.

**Prerequisite(s):** MATSCI 201; PHYS 302 or CHEM 301

### **MATSCI 401 Mechanical Properties of Materials (4 credits)**

The course will discuss the origin of mechanical properties in materials, mostly solid-state materials. Topics will include continuum elasticity and plasticity, slip geometry and dislocation theory, Strengthening mechanisms in metals and alloys, thermal effects, creep, fracture and fatigue etc. This course will include basic mechanisms and engineering analysis.

**Prerequisite(s):** MATSCI 201; MATH 201

### **MATSCI 402 Introduction to Nanoscale Functional Materials (4 credits)**

The main purpose of this course is to introduce students to key concepts underlying the design, properties and processing of nanoscale functional materials, and how they are employed in practical applications. Fundamental chemical and physical principles underlying the properties of electronic, dielectric and magnetic materials will be developed in the context of metals, semiconductors, insulators, crystals, glasses, polymers and ceramics. Miniaturization and the nanotechnology revolution confront materials science with limitations and opportunities; examples in which nanoscale materials are different from our macro world experience will be explored.

**Prerequisite(s):** PHYS 122; MATSCI 302

### **MATSCI 403 Quantum Physics for Materials Science (4 credits)**

This course is designed to meet the changing quantum mechanics needs in such areas as solid-state research, quantum electronics, materials science, etc. The course will explain multiparticle Hamiltonians, potential wells and how they apply to electrons in solids (solid state physics) as well as the harmonic potential and applications in solid state. The physics about low dimensional structures such as quantum wells/2-dimensional materials, nanowires and quantum dots will also be discussed.

**Prerequisite(s):** PHYS 306

### **MATSCI 404 Polymers and Biomaterials (4 credits)**

Polymer is one of the most widely used materials in our daily life, from the rubber tires to clothes, from photoresists in chip manufacturing to flexible electronics and smart sensors, from Scotch tapes to artificial tissues. This course teaches entry-level knowledge in polymer synthesis, characterization, thermodynamics, and structure-property relationship. Emphasis will be on

understanding both chemical and physical aspects and polymer chain size/dimension that drive the molecular, microscopic and macroscopic structures and the resulting properties. We will discuss how to apply polymer designs to advance nanotechnology, electronics, energy and biotechnology. Case studies include thermodynamics of block copolymer thin films and their applications in nanolithography, shape memory polymers, hydrogels, and elastomeric deformation and applications.

**Prerequisite(s):** MATSCI 201; CHEM 201; PHYS 302 or CHEM 301

### **MATSCI 405 Bio-Inspired Smart Materials (4 credits)**

Biological organisms in nature have achieved intelligent functions with optimal hierarchical structures through billions of years of evolution. For example, lotus leaves are superhydrophobic to achieve the self-cleaning property, due to their micro/nano structured surfaces, called “lotus effect”. Inspired by nature, scientists have designed and fabricated smart materials to mimic the advanced functions. This course will bridge the living organisms with their properties to the bioinspired materials/surfaces with special wettability.

**Prerequisite(s):** PHYS 302 or CHEM 301

## Courses with Course Subject: Mathematics (MATH)

### MATH 21 Introduction to Calculus I (4 credits)

Credit awarded on the basis of national/international examinations in mathematics such as College Board, International Baccalaureate, British Advanced Level.

### MATH 22 Introduction to Calculus II (4 credits)

Credit awarded on the basis of national/international examinations in mathematics such as College Board, International Baccalaureate, British Advanced Level.

### MATH 101 Introductory Calculus (4 credits)

This course offers an introduction to Calculus, a subject that is the foundation for a large part of modern mathematics and has countless applications across the sciences and beyond. The course covers the fundamental Calculus concepts (limits, continuity, differentiation, integration) and explores related applications. The treatment of these concepts assumes no prior knowledge of Calculus. Recommended for students who have not had a previous (high-school level) Calculus course. Students who have had such a Calculus course are recommended to take MATH 105 instead.

**Prerequisite(s):** Permission only

**Anti-requisite(s):** MATH 105

### MATH 105 Calculus (4 credits)

Calculus is the foundation for a large part of modern mathematics and has countless applications across the sciences and beyond. This course covers the fundamental Calculus concepts (limits, continuity, differentiation, integration) and explores related applications. The treatment of these concepts assumes some prior knowledge of Calculus. Recommended for students who have had a previous (high-school level) Calculus course. Students who have not had such a Calculus course are recommended to take MATH 101 instead.

**Prerequisite(s):** Recommended for students who have had a previous (high-school level) Calculus course.

**Anti-requisite(s):** MATH 101

### MATH 201 Multivariable Calculus (4 credits)

Main topics of this course include vectors and vector functions, the geometry of higher dimensional Euclidean spaces, partial derivatives, multiple integrals, line integrals, vector fields, Green's Theorem, Stokes' Theorem and the Divergence Theorem.

**Prerequisite(s):** MATH 101 or 105

### **MATH 202 Linear Algebra (4 credits)**

Systems of linear equations and elementary row operations, Euclidean n-space and subspaces, linear transformations and matrix representations, Gram-Schmidt orthogonalization process, determinants, eigenvectors and eigenvalues; applications.

**Prerequisite(s):** MATH101 or 105

### **MATH 203 Advanced Calculus (4 credits)**

Sequences, series, and their convergence properties. Power series, Taylor series, and Fourier series. Solution methods for first and second order differential equations.

**Prerequisite(s):** MATH101 or 105

### **MATH 206 Probability and Statistics (4 credits)**

This course serves as an introduction to probability theory and statistics. It covers basic concepts of probability, independence, conditional probability, random variables, with emphasis on probability distributions that frequently arise in applications. Convergence in distribution and convergence in probability; the central limit theorem, and the weak law of large numbers. Topics from classical and Bayesian statistics, and introduction to linear regression.

**Prerequisite(s):** MATH 101 or 105

**Anti-requisite(s):** MATH 205

### **MATH 301 Advanced Introduction to Probability (4 credits)**

Advanced introduction to basic, non-measure theoretic probability. Topics include random variables with discrete and continuous distributions. Independence, joint distributions, conditional distributions, generating functions, Bayes' formula, and Markov chains. Rigorous arguments are presented for the law of large numbers, central limit theorem, and Poisson limit theorems.

**Prerequisite(s):** MATH 201 and 202; and MATH 206

### **MATH 302 Numerical Analysis (4 credits)**

Introductory course on numerical analysis. Topics include development of numerical techniques for accurate, efficient solution of problems in science, engineering, and mathematics through the use of computers. Linear systems, nonlinear equations, optimization, numerical integration, differential equations, simulation of dynamical systems, error analysis. Students are not allowed to take both MATH 302 and MATH 304 because of the content overlap. Students who are planning to major in Data Science should take MATH 304 instead, and those who have taken MATH 302 may not major in Data Science.

**Prerequisite(s):** MATH 201; and MATH 202; and COMPSCI 101 or 201 or STATS 102

**Anti-requisite(s):** MATH 304

### **MATH 303 ODE and Dynamical Systems (4 credits)**

Theory of ordinary differential equations with some of the modern theory of dynamical systems. Topics include differential equations and linear systems of Des, the general theory of nonlinear systems, the qualitative behavior of two-dimensional and higher-dimensional systems, and applications in various areas.

**Prerequisite(s):** MATH 201, MATH 202

### **MATH 304 Numerical Analysis and Optimization (4 credits)**

This course covers Gaussian elimination, LU factorization, Cholesky decomposition, QR decomposition, Newton-Raphson method, binary search, convex function, convex set, gradient method, Newton method, Lagrange dual, KKT condition, interior point method, conjugate gradient method, random walk, and stochastic optimization. Students are not allowed to take both MATH 302 and MATH 304 because of the content overlap. Students who are planning to major in Applied Math and Computational Sciences should take MATH 302 instead, and those who have taken MATH 304 may not major in Applied Math and Computational Sciences.

**Prerequisite(s):** MATH 201; MATH 202; STATS 211; and COMPSCI 201 or COMPSCI 101 or STATS 102

**Anti-requisite:** MATH 302

### **MATH 305 Advanced Linear Algebra (4 credits)**

This course covers pseudo inverse, inner product, vector spaces and subspaces, orthogonality, linear transformations and operators, projections, matrix factorization, and singular value decomposition.

**Prerequisite(s):** MATH 201 and MATH 202; COMPSCI 201 or COMPSCI 101 or STATS 102 is recommended

### **MATH 306 Number Theory (4 credits)**

Divisibility properties of integers, prime numbers, congruences, quadratic reciprocity, number-theoretic functions, simple continued fractions, rational approximations; contributions of Fermat, Euler, and Gauss.

**Prerequisite(s):** MATH 203 or 205

### **MATH 307 Complex Analysis (4 credits)**

Introduction to analysis of functions of complex variables. Topics include complex numbers, analytic functions, complex integration, Taylor and Laurent series, theory of residues, argument and maximum principles, conformal mapping.

**Prerequisite(s):** MATH 201, MATH 202, and MATH 203

### **MATH 308 Real Analysis (4 credits)**

The course discusses the defining properties of the real numbers, the topology of the real line and its subsets, and a rigorous development of single variable Calculus including limits, sequences

and series of numbers, continuity, differentiability, sequences and series of functions, the power series representation of functions, and the Riemann integral, culminating in the Fundamental Theorem of Calculus. This is an abstract mathematics course with a heavy emphasis on proofs and formal arguments rather than on computations. Even though not strictly required, it is strongly suggested that students take MATH 201 or MATH 202 before taking MATH 308.

**Prerequisite(s):** MATH 203 or MATH 206 or STATS 211

### **MATH 317/ECON 317 Quantitative Finance (4 credits)**

This is a course in mathematical models in finance, centered around the problem of how to apply quantitative methods to accurately solve finance problems. The first part of the course focuses on the success of mathematical finance in traditional areas. These include the time value of money, risk diversification, and factor models. The second part of the course emphasizes how to apply modern machine learning methods to finance datasets and introduces some popular regression and classification methods will be introduced. Specifically, this course addresses what is the difference between financial data and other data and how should machine learning methods be applied in this field. Some coding experience is encouraged, but not strictly required.

**Prerequisites:** MATH 201; MATH 202; and MATH 206 or equivalent probability course. Some coding experience is encouraged, but not strictly required.

### **MATH 401 Abstract Algebra (4 credits)**

An introduction to the principles and concepts of abstract algebra. Abstract algebra studies the structure of sets with operations on them. The course studies three basic kinds of “sets with operations on them”, called Groups, Rings, and Fields, with applications to number theory, the theory of equations, and geometry.

**Prerequisite(s):** MATH 202

### **MATH 403 Partial Differential Equations (4 credits)**

Topics include heat, wave, and potential equations: scientific context, derivation, techniques of solution, and qualitative properties. Topics to include Fourier series and transforms, eigenvalue problems, maximum principles, Green's functions, and characteristics.

**Prerequisite(s):** MATH 303 and MATH 308

### **MATH 404 Stochastic Modeling & Computing (4 credits)**

Focusing on stochastic process and stochastic simulations. Topics include discrete-time and continuous-time Markov chains, Poisson processes and renewal theory, branching processes, generating random numbers and variates, Monte Carlo simulation, statistical analysis of simulation results, variance reduction techniques, etc.

**Prerequisite(s):** MATH 206

## **MATH 405 Mathematics of Data Analysis and Machine Learning (4 credits)**

Geometry of high dimensional data sets. Linear dimension reduction, principal component analysis, kernel methods. Nonlinear dimension reduction, manifold models. Graphs. Random walks on graphs, diffusions, page rank. Clustering, classification and regression in high-dimensions. Sparsity. Computational aspects, randomized algorithms. Students are not allowed to take both MATH 405 and STATS 302/COMPSCI 309 because of the content overlap. Students who are planning to major in Data Science should take STATS 302/COMPSCI 309 instead, and those who have taken MATH 405 may not major in Data Science.

**Prerequisite(s):** MATH 201; MATH 202; and MATH 206.

**Anti-requisite(s):** STATS 302/COMPSCI 309

## **MATH 406 Mathematical Modeling (4 credits)**

Introduction to techniques used in the construction, analysis, and evaluation of mathematical models. Individual modeling projects in biology, chemistry, economics, engineering, medicine, or physics. Mathematical techniques such as nondimensionalization, perturbation analysis, and special solutions will be introduced to simplify the models and yield insight into the underlying problems.

**Prerequisite(s):** MATH 201 and MATH 202

## **MATH 407/PHYS 407 General Relativity (4 credits)**

Introduction to tensor calculus and metric geometry; Maxwell theory and special relativity; Lorentzian spacetimes; Einstein's field equations; Schwarzschild and Kerr solutions, black hole properties; Friedmann equations and cosmology; optical geometry and gravitational lensing; gravitational waves; current research overview. Useful but not required: MINI-TERM Invitation to Spacetime; knowledge of differential equations and differential geometry (e.g., MATH 303, MATH 403, MATH 408); knowledge of classical mechanics, electromagnetism and astronomy (e.g., PHYS 134, PHYS 201, PHYS 301).

**Prerequisites:** MATH 201 and MATH 202

## **MATH 408 Differential Geometry (4 credits)**

A first course to differential geometry focusing on the study of curves and surfaces in 2- and 3-dimensional Euclidean space using the techniques of differential and integral calculus and linear algebra. Topics include curvature and torsion of curves, Frenet-Serret frames, global properties of closed curves, intrinsic and extrinsic properties of surface, Gaussian curvature and mean curvatures, geodesics, minimal surfaces, and the Gauss-Bonnet theorem.

**Prerequisite(s):** MATH 201, MATH 202

## **MATH 409 Topology (4 credits)**

Elementary introduction to topology. Topics include topology of metric spaces, abstract topological spaces, open and closed sets, connectedness, compactness, continuity, and completeness, subspaces, product and quotient spaces, separation axioms, homotopies of paths,

the fundamental group, covering spaces, index theory, and applications (Borsuk-Ulam Theorem, Ham Sandwich Theorem, Fundamental Theorem of Algebra).

**Prerequisite(s):** MATH 308 or Consent of the Instructor

### **MATH 410 Modeling Biological Systems (4 credits)**

Students will review mathematical methods of differential equations and probability and discuss how to use mathematical techniques in the development of models in biology. The seminar is highly interactive, and students are expected to contribute to presentations and class discussions on individual research projects. Students will determine the topics covered in this research seminar on mathematical methods for modeling biological systems based on their own research interests in the active learning part. In the first 4 weeks of the course each student will work with the instructor to agree upon a substantial final individual student modeling project that the student will develop over the course of the class.

**Prerequisite(s):** MATH 201, MATH 202, BIOL 110

**Anti-requisite(s):** MATH 406

### **MATH 411/ECON 411 Stochastic Process for Finance (4 credits)**

This is a course in mathematical models in finance, centered around the problem of building mathematical models for the stock market and its applications in pricing and hedging derivative securities. Due to the uncertainty inherent in the evolution of the stock market, the theory naturally involves probabilistic tools and structures such as conditioning, martingales, and Markov processes. To focus on the main idea, the course works with a simple model so-called binomial asset pricing model for the discrete cases, and the geometric Brownian motion model for the continuous cases, for most of the time. In addition, some finance theories behind and application to empirical data will be discussed. Some coding experience is encouraged, but not strictly required.

**Prerequisite:** MATH 101 or 105; and MATH 206 or equivalent probability course

### **MATH 412 Functional Analysis (4 credits)**

This course will cover topics including normed spaces, functionals, operators, and major theorems (Banach-Alaoglu theorem, uniform boundedness theorem, open mapping theorem, Hahn-Banach theorem, spectral theory for compact operator) in functional analysis as well as their applications. It will concentrate on the topological and infinite dimensional structure of function spaces, with examples in Fourier analysis, as an extension of linear algebra, and in applications in mathematical analysis. MATH 409 Topology and MATH 450 Measure Theory and Integration are recommended.

**Prerequisite(s):** MATH 202 and MATH 308

### **MATH 413/COMPSCI 413 Scientific Computing (4 Credits)**

Numerical methods for ODE. Finite difference method and finite element method for elliptic and parabolic PDE. Basic training for mathematical simulation programming. Introduction to numerical analysis foundations including Sobolev spaces and Fourier analysis.

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**Prerequisite(s):** MATH 302, MATH 303, and MATH 403

**MATH 414 Optimization and Control (4 credits)**

Subjects include optimization problems; optimality conditions; convex optimization; dynamic programming; and control of dynamic systems (model predictive control).

**Prerequisite(s):** MATH 201 and MATH 202.

**MATH 450 Measure and Integration (4 credits)**

Introduction to analysis of functions of real variables. Topics include Lebesgue measure and integration;  $L^p$  spaces; absolute continuity; abstract measure theory; Radon-Nikodym Theorem; connection with probability; Fourier series and integrals.

**Prerequisite(s):** MATH 308

## Courses with Course Subject: Media (MEDIA)

### **MEDIA 104 / INFOSCI 104 Digital Design (4 credits)**

This course provides an introduction to design as a critical and creative practice within the context of computational domains. Topics covered include concepts in graphic and information design, including synergies, resonances, and contradictions between mathematical and artistic approaches and traditions. The course also includes an introduction to design thinking as a trans-disciplinary phenomenon encompassing iterative development cycles, structured and emergent behaviors, divergent thinking, and transferable methods. The emphasis will be on both scientific and artistic approaches to knowledge production, creativity, and communication, and how cross-functional project teams can work together in generative and productive ways.

### **MEDIA 201/CULANTH 201 New Media and Society (4 credits)**

New media – ranging from the Internet to Twitter and Facebook, from informational networks to handheld devices – have in recent years drastically influenced the social relations for individual and communities, and have exerted profound influence on social, economic and political life. The course traces the development of new media, their relationship to previous modes of communication and transmission, and how digital technologies influence emerging and changing spheres of economic, political and social exchanges.

### **MEDIA 202/GCULS 201/CULANTH 202 Culture and Industry (4 credits)**

Apple is currently the most valuable company/brand in the world. Despite its technological origin, the company has always valued design, interface, affect, imagination and creativity – skills that the humanities and the interpretive social sciences offer and promote. This course examines how cultural studies, in its analyses of fandom, reception theory, cultural hegemony, etc., provide students the theoretical skills to understand, analyze and prepare for working in the emerging creative industries in China today. Topics that might be included in this course: cultural industry and modernity, popular culture and everyday life, representations of gender and sexuality in advertisement, the impact of new social media and information technology, and censorship.

### **MEDIA 203 Global Media and Communication (4 credits)**

This course will examine the global effects of media, the flow of information, the controls countries impose on communication systems and the effects of Western dominance on world media systems. The course will introduce students to the key theories, concepts, and practices in the broadly defined global media and communication. Students will examine the giant media companies around the world and discuss the impact of ownership on media messages. The course will look at how advertising, music and news programs affect more than their intended audiences and look at how technology is changing the global media picture.

**MEDIA 204/LIT 204 Online Novels and the Chinese Public Sphere (4 credits)**

Online literature constitutes the largest readership and a booming economy in China today. Popular genres include science fiction, urban leisure, martial arts, historical fiction and horror. Successful online novels have millions of followers and are often turned into games, TV dramas and feature films. Subscribers are free to comment on the websites and the fictions they host. How do we understand the proliferation and success of this online literature and its relation to the public sphere? By analyzing the content and the form of online literature in China, the class examines the popularity of online fiction and its socio-economic conditions.

**MEDIA 207/CULANTH 207 Cultures of New Media (4 credits)**

The concept of new media is always evolving because each form of media emerges as a "new" technology. This course explores how people engage with different media over time, and how media technologies shape culture and society. Organized around key themes such as audience and public, this course encourages students to analyze critically the cultural process of new media. Students will examine the social meanings and cultures fostered and shaped by media technologies, linking them to media innovations like algorithms and social media. Through discussions and hands-on projects, students will explore the role that new media plays in modern society.

## Courses with Course Subject: Media and Arts (MEDIART)

### **MEDIART 101 Introduction to Arts and Media (4 credits)**

Begin your academic journey in the Arts & Media major with this foundational course, an essential component of the core program. You will explore the historical context and contemporary shifts in from which media technologies and the art realm have developed: from the nuances of oral culture and performance to the innovations of mass production, broadcasting, and the digital frontier. Through ten in-depth seminars and three hands-on projects, this course spotlights the major's core concentrations: Film & Documentary, Studio Art & Performance, and Digital Culture & Communication.

### **MEDIART 103 Introduction to Moving Image Practice (4 credits)**

Like any craft, making movies is something that takes time, study, and, more importantly, practice. Each film is a unique challenge. What works for one film may not work for another. This is what makes learning about filmmaking an ongoing process. This course includes reading, discussing, and studying of the fundamental elements of video production. Strongest emphasis is in the several short exercises to guide students towards a solid understanding of the building blocks of different types of video production. Student will learn to use digital video cameras and audio equipment, learn basic video editing, and create original work.

### **MEDIART 104 Introduction to Photography (4 credits)**

An emphasis on how to see with the camera and ways of thinking about photographs. Class assignments accompanied by historical and theoretical readings, lectures, class discussions, and field trips. Course will use photography as a tool for exploring the local community. Learn digital techniques including camera function, Photoshop, ink-jet printing, audio capture and production of audio-visual slide shows. Discuss ethical issues that emerge as a result of digital photographic impermanence.

### **MEDIART 108/LIT 108 Love and Dreams on the Chinese Stage (2 credits)**

What are the conventions for writing about Chinese culture in academic English? How can scholars write about performance at all? Learn both these skills as you explore the literary dreamscape of Chinese theatre, highlighting kunqu – the classical form of late imperial Chinese song-drama. This course is one of the program two-credit writing courses at DKU designed to improve your writing ability. As part of the experience, students will venture on theatre trips to watch live kunqu, be introduced to the art of literary translation and learn to analyze and compare performances, explore contemporary adaptations and writing about the significance of each rendition.

### **MEDIART 110 Audio Documentary and the Podcast (4 credits)**

Audio Documentary & Storytelling will lead students to explore the history of audio, radio, podcast / streaming, history through documentary and different narrative approaches. We will learn about recording techniques and audio mixing on digital editing software for the production of audio documentaries for radio, streaming, and podcast. Through audio documentary work, students will be encouraged to explore topics such as cultural differences, history, science, social commentary and drama from journalistic, theatrical or personal perspectives. We will explore audio narrative both fictional and non-fictional, along with sound design and approaches to storytelling. The course will introduce radio greats from Orson Wells to modern-day radio podcasts such as Radiolab, and China watcher favorites such as Sinica. This course is an essential introduction to creating and establishing an evolving student-run podcast network, informing the world of China life through the lenses of DKU students.

### **MEDIART 111 Archive (4 credits)**

It is a hands-on course that will lead to the creation of the DKU/Kunshan documentary archive. It will be led by a series of guest lectures, fieldtrips, and fieldwork. As a student of this class, you will add to this archive through the act of curation, creation, and outreach. This course will answer the following questions: What is an archive? What is the power of the archive? Who decides what gets put in an archive? What gets left out? The guest lecturers are professionals with backgrounds in curation, archiving, dying and extinct languages, media and medium studies, documentary, and anthropology.

### **MEDIART 112 Race on Film (2 credits)**

This course will provide students with analytic tools for approaching the topic of race on film from a variety of angles. These include issues of visibility, stereotyping, and whether a given film challenges conventions and adds to a larger cultural repertoire for representing race. In addition, it will examine the extent to which stories presumably told from a universal perspective in fact articulate the views of a majority culture, as well as how the facets of our own identities filter what we see on film. Students will hone writing skills and critical thinking, while participating in collegial discussions of a perennially controversial subject.

### **MEDIART 113 Exploring Music (2 credits)**

Why does music affect our emotions so strongly? Why do we like (or not like) something we hear, and what do we like about it? During this course, we will try to answer these and other fascinating questions about music. We will review the basic structures of music and study several genres and styles, ranging from masterpieces of classical music to rock and EDM (Electronic Dance Music). We will also investigate the cultural conditions under which we listen. We will develop the understanding of those matters primarily through written commentary on the musical and scholarly material encountered. No prior musical knowledge is required.

### **MEDIART 114 Film Musicals and Musical Films (2 credits)**

Movies are often discussed as a visual medium, with sound treated as an afterthought to the image. Musicals, however, invert this relationship, putting sound front and center. This course examines both the genre of film musicals and musicality in film more generally, asking how film sound and music contribute to (or detract from) narrative, spectacle, affect, and realism. We will discuss a wide range of historical examples, stretching from the 1930s to the present; films may include those from the United States, Brazil, France, Denmark, Japan, and China.

### **MEDIART 116 Understanding Film: Technique and Style (2 credits)**

The primary objective of this course is to equip students with the essential analytical tools required to comprehend the complex techniques and styles of film. At the beginning of term, the class will select a film example for thorough investigation, which will be dissected part-by-part over the course of the program. In every lesson, the techniques employed in the chosen film will be examined and methodically analyzed. This process entails explaining the unique attributes of each technique, placing them in historical context/s, decoding how they work, and examining their patterns of use.

### **MEDIART 117 Studio Drawing and Animation (4 credits)**

This course teaches practical sketching and illustration skills for designers and artists. Students will learn how to apply professional and historical conventions to various fields including fashion, architecture, film, animation, and book illustration. Through hands-on exercises and projects, students will develop technical skills in sketching, rendering and illustration. The course will also include lectures, critiques, and discussions on the work of professional illustrators and designers.

### **MEDIART 118 Introduction to Dance and Choreography (4 credits)**

This is a foundational course that provides students with an overview of the history, styles, and techniques of dance and choreography. The course is designed for students with little or no dance experience and is ideal for those who are interested in exploring the art form from both a cultural and technical perspective. Through a combination of lecture, demonstration, and movement exploration, students will learn about the various styles of dance including contemporary, ballet, hip-hop, and jazz. Additionally, students will be introduced to the basics of choreography and have the opportunity to create their own short dance pieces. By the end of the course, students will have a deeper understanding and appreciation for the art of dance and will have developed basic movement and choreographic skills.

### **MEDIART 119/GCULS 119 Fashion and Gender in China (2 credits)**

This course on fashion and gender examines a series of moments in Chinese history when fashion codes marked social transitions and shaped gender identity. Among the topics for discussion are foot-binding and femininity, *qipao* and the modern woman, the Mao suit and the invisible body, beauty and sexuality, Oriental chic and the re-Oriental spectacle. With visual

materials as primary sources, and informed by fashion theory, the course offers students an opportunity to develop visual literacy and enhance analytical skills. In addition, a fashion show at the end of the semester will invite students to consider how clothing and visual display enable narratives of self-definition.

### **MEDIART 120 Introduction to Theatre and Performance Studies (4 credits)**

What distinguishes performance from behaviour? From Shamanic practices to national theatres; ritual and pageantry to the performance of everyday life, this course invites students to read gesture, habit and the movement of bodies in space as texts laden with meaning. Students examine different forms of performance in local, global and intercultural contexts to reassess the relationship between body, mind and society and to examine how embodied actions can create meaning, reinforce or challenge power structures and transmit cultural memory.

### **MEDIART 198 Special Topics in Creative Practice (4 credits)**

This course is an introductory course featuring special topics in creative practice. The subject of the course will vary according to the expertise of the instructor, the needs of the major, and student interest.

### **MEDIART 202 Creativity and Entrepreneurship (4 credits)**

What is creativity? How is creativity related to the artistic process? How can I learn through practice to be more creative? This course first introduces students to major theories about creativity and related fields of innovation and entrepreneurship. Students analyze examples of the creative process in the lives of key artists and creative practitioners. Finally, they also experiment with different creative strategies to help cultivate their own creativity.

### **MEDIART 205 Digital Imaging and Graphic Design (4 credits)**

With the increasing use of digital media, visual communication is becoming more and more important. This course helps students to express themselves visually and introduces different techniques of Digital Imaging using Photoshop and Illustrator. The focus is not only on retouching and manipulating images, but also on using the computer as a medium to create art and communicate ideas. Digital painting, collages, vector graphics, special effects, matte painting, Photoshop for video and interaction with other media are some of the techniques covered. Photoshop and Illustrator used to introduce single and serial images for print and web output.

### **MEDIART 206/COMPSCI 208 Computer Graphics (4 credits)**

This course offers an overview and history of computer graphics as well as an introduction to key software technologies and concepts. These include coordinate systems and geometric transforms; drawing routines, antialiasing, supersampling; 3D object representation, spatial data structures, constructive solid geometry; hidden-surface-removal algorithms, z-buffer, A-buffer;

illumination and shading models, surface details, radiosity; achromatic light, color specification, colorimetry, different color models; graphics pipeline; animation, levels of detail.

### **MEDIART 207 Elements of Story: Introduction to Narrative Structure (4 credits)**

Stories and storytelling surround us. They have existed since pre-history and continue to fill an essential place in our lives. What goes into telling a story? This is a beginning creative writing course that focuses on igniting the sparks for ideas and shaping ideas into a story. We will emphasize the hands-on exploration of sources for inspiration, idea-formation, building ideas, work-shopping and refining them to form them into a script. We will study the fundamentals of story, structure, character development, genre, building scenes, dialogue, and how to utilize them to write a script for media output including the screen, a podcast, and the stage.

### **MEDIART 208 Chinese Mass Media (4 credits)**

In a globalized media world that is bringing people together, countries still maintain their own media systems. These systems are closely tied to government types, economic structures and culture norms and standards. What are the differences and similarities between the world's different media systems? How does contemporary technology change the way that media systems function? How do countries with different media systems work with each other to disseminate information? The Chinese have played a pivotal role in the dissemination of information to its citizens over time. Currently, the Chinese read and watch news at a higher rate than any other country in the world. This course will explore the evolution of mass media and communication in China over time.

### **MEDIART 209 Introduction to Visual Culture (4 credits)**

This course offers an introduction to central themes in, and methodologies for, analyzing visual culture. Visual Culture is a transdisciplinary field of study that studies the (re)production, circulation, and reception of images as well as everyday practices of seeing and showing in contemporary culture. By focusing on the cultural and social roles of images, the course examines how images circulate through various media including art, design, advertising, video games, pop culture, and digital technologies. Exploring “ways of seeing” the visual culture, students will be able to critically read and understand the images and visuality we live with and within.

### **MEDIART 210 Arts and Media Practicum (4 credits)**

For students of media, it is vital to have some skills in media production or art practice. This course will introduce students to some practical aspects of media and the arts. These might include creative camera control and lighting; how to code a web page; how to write a news story; how to make a documentary, how to do interviews, how to edit media; cultivation of skills in theater, music or art, among others. An emphasis is placed on understanding and experimenting with contemporary technologies that enable digital communications.

### **MEDIART 211 Media, Arts, and Critical Theory (4 credits)**

The course explores key issues in the study of digital media from its beginning to very recent theoretical developments. Central themes of the course generally include immediacy/hypermediacy, interactivity, cybernetics, im/materiality of media, network, posthumanism, biomedia, ubiquitous computing, and the recent hype in the independent media industry. Building upon theoretical works that range across a host of disciplines, including literary studies, communication studies, film and media, philosophy, and science studies, the course proposes the development of a critical analytical framework for approaching new media practices and theories. The goal is to analyze what makes new media “new” by comparing them with earlier media practices, as well as to understand how the interactions among digital technologies, practices, and theories influence emerging and changing spheres of our society. The seminar also examines different forms of visual art and literature that lead and reflect the sociocultural paradigm shifts of digital technologies.

**Prerequisite:** MEDIART 101

### **MEDIART 212 Editing the Video Essay (4 credits)**

Two questions a film editor must always ask are: What shot comes next? And, why this shot and not that? In this course, students explore answers for these questions by studying and editing different genres, styles, and forms of film and video. The goal is achieved through expanding students’ understanding of editing as both a viewer and as a working editor. To that end, in addition to classroom discussion, readings, and screenings of feature films and excerpts, students will complete several editing projects on digital video. These projects are designed to provide both real-world challenges to solve as well as opportunities to experiment. Knowledge of a video editing program is not necessary at the beginning of the class; by the end you should be extremely comfortable with Adobe Premiere Pro.

### **MEDIART 213 Web-Based Multimedia Design (4 credits)**

This course covers multimedia information systems, including presentation media, hypermedia, graphics, animation, sound, video, and integrated authoring techniques as well as the underlying technologies that make them possible. Students gain practice in the design innovation, programming, and assessment of web-based digital multimedia information systems. The course includes sections on HTML5, CSS3, JavaScript, graphical and responsive design approaches, and frameworks.

### **MEDIART 215 Documenting City Life (2 credits)**

This course combines the disciplinary practices of history, ethnography, media studies, and literature to explore life in the modern city. Through a combination of writing, photography, and film-making, students will explore and document modern city life. Students will study the techniques of writers, photographers, poets, and filmmakers from different eras and cities such as Tokyo, Beijing, Shanghai, Paris, London, Berlin, Hong Kong, Taipei, and New York. They will then practice the methods they have learned, creating a portfolio that includes writing, video-

making, and photography to document and analyze changes over time in the life of a big city of their choice in China.

### **MEDIART 219/LIT 219 Stage Translation for Kunqu (2 credits)**

This course develops skills in translation from Chinese to English in the context of Kunqu theatre. Students study the conventions of Chinese formalized stage speech while increasing their command of both formal and oral English expression. They will learn strategies to express complex cultural references with brevity and without the luxury of footnotes. The course includes an experiential learning where students will have the opportunity to work on subtitles that will be used by the Kunshan Contemporary Kunqu Theatre. Students will attend rehearsals and work with actors to reconcile their translations to the stage tradition.

### **MEDIART 220/CULANTH 220 Visual Anthropology (4 credits)**

Students will examine, contextualize and capture the human experience in ways that communicate deeper connections to the environment that surrounds them. We will explore audiovisual material in dialogue with selected theoretical, ethnographic, and case study readings in urban studies. These time-based works provide a powerful model for training students observational skills and conceptualizing scales of analysis. Students will gain basic skills of analyzing and producing visual ethnography to enhance their understanding of the intricate relationship between visuality and politics, and then extend into reflections over the crucial ethical questions about the author's authority as well as reciprocity with the subjects.

### **MEDIART 221 Introduction to Composition (4 credits)**

Participants in this course will practice the rewarding and fun activity of music composition. The course will introduce a wide array of music composition techniques. Students will also explore expressive possibilities of some of the more relevant instruments in use today, namely flute, piano, and violin. The unique expressive characteristics of each instrument will serve as inspiration for short pieces the students will write. Guest artists will visit the class biweekly to perform students' short compositions. The course also aims to expand the scope of the participants' interest in music through a series of listening sessions. Prior ability to read music at least in treble or bass clef is necessary. Some experience in any music-related field is preferred.

### **MEDIART 222 Electronic Sound: Sampling and Synthesis (4 credits)**

The course offers a broad introduction to computer hardware and software currently used for digital sound production. Students will explore fundamentals of digital audio, synthesis, sequencing, signal processing, and other techniques of sound creation and manipulation. There will be also an exploration of aesthetic ideas made possible by the electronic medium as well as listening of seminal works of electronic music, aimed to acquire a historic perspective of the development of the field and an understanding of acoustics as applied to electronic sound. Students will apply the knowledge gained during the course by producing short sound design and composition projects.

### **MEDIART 223 Shot by Shot: Concept and Frame Composition (4 credits)**

This course explores the conventions, practices, and principles of visual framing and composition as can be applied photography and film. Students will learn analyze films from a technical standpoint on a shot-by-shot basis. Through discussions and critiques, students will learn how to use these elements, undertaking creative projects to experiment with scale, hierarchy, balance, contrast, visual cues, and clues, and Gestalt principles. The course will also explore the impact of new technologies on visual storytelling and potential future directions.

### **MEDIART 224 Animation: From Anima to Animae (4 credits)**

This course explores the historical development and aesthetic possibilities of animation, a diverse set of media practices including hand-drawn, stop-motion, CGI, and hybrid forms. Drawing on the original meaning of “animation” – to imbue the inanimate with a soul (*anima*) – we investigate the medium from various philosophical angles: animation’s relationship to reality (photographic and otherwise), to perception and experience, to the human body (in pain, in ecstasy, in transformation), to identity (the viewer’s and the artist’s alike). Course materials will span pre-cinematic forms of animation, mainstream and experimental film animation in the 20th century, and contemporary computer-generated animation on multiple platforms.

### **MEDIART 225 Fundamentals of Tonal Music Theory (4 credits)**

This introductory course covers the fundamentals of music literacy and music theory through the analytical exploration of common practice classical Western repertoire, the development of basic aural skills, and written creative exercises. Topics include the use of dynamics, phrasing, texture, dissonance treatment, harmonic and formal functions, instrumental patterns and cadential syntax. As a final project, students will write short compositions that explore in practice all these aspects. If possible, the short pieces will be publicly performed. Prior ability to read music is preferred but not necessary. Participants without such prior knowledge will gain fluency in fundamental musicianship during the first weeks of the course.

## **MEDIART 226/ GCULS 226 Eco-Cinema: China's Environmental and Ecological Crisis (4 credits)**

Facing the ongoing crisis of climate change and environmental degradation, this course remaps China's social-environmental landscape through the camera lens of ecocinema and from the conceptual perspective of ecocriticism. In this class we ask, how might we re-define the relationship between nature and culture beyond binary oppositions and away from anthropocentric perspectives? How should we re-consider environmental issues as transnational and global interactions? In response to these questions, the course invites students to make pragmatic turns, specifically, to the environment, the landscape, the material, and the animal world.

## **MEDIART 301 Experimental Filmmaking (4 credits)**

This course engages with poetic and experimental image-making, utilizing techniques that trace a historical trajectory from celluloid to digital. Students are exposed to exploration of cinematographic principles and camera-less experiments. Teaching methods include lectures, discussion, readings and screenings focusing on avant-garde film and digital traditions. Students are required to produce final projects deriving or departing from course materials.

## **MEDIART 303 Documentary Photography and the Cultural Landscape (4 credits)**

Emphasis on the tradition and practice of documentary photography as a way of seeing and interpreting cultural life. The techniques of color and black-and-white photography – exposure, development, and printing – diverse ways of representing the cultural landscape of the region through photographic imagery. Issues such as objectivity, clarity, politics, memory, autobiography, and local culture play in the making and dissemination of photographs. The course will simultaneously consider image content, representations place, landscape, and culture through documentary image.

**Prerequisite(s):** Consent of the instructor is required

## **MEDIART 305 Advanced Documentary Practice (4 credits)**

This course investigates hybrid, genre-defying films that question traditional definitions of documentary and fiction. Emphasis on experimental forms, documentary reenactment, mockumentary and dramatized “true stories.” Students utilize both documentary and fiction production techniques, culminating in the production of a final video project.

## **MEDIART 306 Foundations of Interactive Game Design (4 credits)**

Surveys history, technology, narrative, ethics, and design of interactive computer games. Games as systems of rules, games of emergence and progression, state machines. Game flow, games as systems of pleasure, goals, rewards, reinforcement schedules, fictional and narrative elements of game worlds. Students work in teams to develop novel game-design storyboards and stand-alone games. Exploration of the interplay between narrative, graphics, rule systems, and artificial intelligence in the creation of interactive games. Programming experience not required.

### **MEDIART 310 Screenwriting (4 credits)**

This course introduces students to theory and practice of the process of writing for the screen. We explore visual storytelling and analysis of screenplays and movies in order to develop original stories into screenplay format. Students will learn to recognize and understand proper screenplay format and structure, understand how screenplay writing is a unique style of writing and why, understand character development and power relationships, and have a better understanding of the business of screenwriting. Through the actual writing of a feature length script, students gain hands-on practice on writing and presenting treatments, outlines, scenes, story planning, character development, communicating information, relationships between script and cinematic dimensions, as well as working with studios and editors.

### **MEDIART 311 Cinematography (4 credits)**

Practice based investigation of cinematographic principles and visual storytelling techniques in motion picture production. Professional practice is informed and contextualized by screenings, readings, workshops, and in and out of class exercises towards the creation of original work in the context of the history of cinematography. Working with both film and video, students learn and apply fundamental techniques of composition, exposure, frame rate, focus pulling, point of view, camera placement and movement, lighting, and framing people and objects.

### **MEDIART 312 Graphic Design in Motion (4 credits)**

Motion Design is the creation of animated graphics using graphic design, typography, advertising, photography, animation sound and filmmaking. Students learn the latest technology such as After Effects and 3D softwares but it is the creative intent that motivates the acquisition of technical capabilities. We will learn how to work collaboratively with other students with different skill sets. Emphasis will be on design, conceptualization and the ability to communicate ideas. The course enables students to learn the language and principles of graphic design, to develop a method for solving design problems, to communicate ideas effectively and to create professional quality motion design such as title sequences, logo animation, news reel, that can be integrated into film, live performance or web, using the latest technology combining softwares like After Effects, editing software (Premier or Final Cut Pro) and 3D software, and by creating style frames and storyboards. Familiarity with Photoshop and Illustrator is helpful but not required.

**Prerequisite(s):** Consent of the Instructor

### **MEDIART 321 Practices in Digital Humanities (4 credits)**

The course provides valuable insights into the diverse techniques for effectively managing and refining digital humanities research and scholarship. As an interdisciplinary field, digital humanities delves into the confluence of digital technologies, culture, and scholarly pursuits. Serving as an initiation to this dynamic discipline, the course highlights essential methodologies, theories, and real-world applications within humanistic research. Encompassing an array of cutting-edge digital tools, the course equips students to adeptly organize, analyze, interpret, and convey narratives through different digital platforms.

### **MEDIART 322 Installation Art (4 credits)**

The course will start by providing students with a comprehensive overview of the history and evolution of installation art, including its origins, key movements, and notable practitioners. By exploring the works of these artists and movements, students will gain a deeper understanding of the various forms and styles of installation art and the ways in which they have been shaped by cultural, social, and political contexts. Working both individually and in small groups, students will have the opportunity to put into practice the concepts and theories that they have learned throughout the course. They will be encouraged to think critically about their own creative processes, as well as the ways in which they can engage with audiences through their work. Topics covered may include site-specific installations, the use of found objects, and the integration of technology into installation work.

### **MEDIART 323 Sound Design and Music for Film (4 credits)**

Soundtracks, in their interaction with images, significantly influence the shaping of the narrative of movies. In this course, we will explore uses and functions of music and sound in film. We will watch and analyze a wide range of movies and engage with the main aspects of the theory of film sound and its concepts. You will gain a better understanding of how sound helps determine the expressive messages of films. You will also learn to discern different styles and usages of music in connection with images, and to write about these matters using specific terminology. No prior specific musical knowledge nor ability to read music is required.

### **MEDIART 324 The Photographic Essay (4 credits)**

This course teaches the language of photography through the study of classic and contemporary photographic essays and through the completion of assigned photographic essays by the students themselves. Students will learn to make, choose, sequence, and pace their own images for class discussion and for digital projection. During the term students will complete three assigned photographic essays of at least ten images each. Each essay will be on a particular theme or subject to be announced.

### **MEDIART 401 Campaigns, Marketing, and Persuasion (4 credits)**

This course examines the different ways that campaigns and marketing use to spread information and influence people. Students will learn core theories of the persuasion process as well as how the knowledge may be applied in practice. Topics that will be covered in the course include

Narrative Persuasion, Decision Making, and Message Factors. Students will work in groups to design a marketing campaign using the knowledge they learn in the course.

**Prerequisite:** MEDIART 209 or Consent of Instructor.

### **MEDIART 405/GCULS 405 The Curatorial: Theory and Practice (4 credits)**

Is everyone a curator? The etymological meaning of to curate – to take care of – has become, with the ever-expanding meaning of art and exhibition making, both central to and contested by practitioners who carefully conceptualize, comment, organize, and show art. In this course, we ask fundamental questions of what curation does and should do. We will: 1. Look at different theories of curation, illustrated by exemplary exhibitions across the world, 2. Learn about curation in its multifaceted practicalities, 3. Critically assess new trends in curation and artistic practices at large, 4. Have opportunity to curate art exhibitions and/or cultural events on campus.

**Prerequisite:** Consent of the Instructor

### **MEDIART 490 Senior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Arts and Media. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

### **MEDIART 498-1 Special Topics in Digital Culture and Communication (4 credits)**

This course is an upper-level seminar exploring diverse topics pertaining to digital culture and communication.

**Prerequisite:** A previous 200-level MEDIARTS course or consent of the instructor

### **MEDIART 498-2 Special Topics in Film and Documentary Studies (4 credits)**

This course is an upper-level seminar exploring diverse topics pertaining to film and documentary studies.

**Prerequisite:** A previous 200-level MEDIARTS course or consent of the instructor

### **Courses with Course Subject: Military Science (MILITSCI)**

These credits cannot be counted toward the 136 credit requirement, but they may be counted toward the additional credit requirements for students from the Chinese mainland, Hong Kong, Macau, and Taiwan. (See section on Credits Required for Degrees in Part 3.) MILITSCI courses are taught in Chinese.

#### **MILITSCI 101 Military Theory (2 credits)**

A lecture course in the field of national defenses and security that includes the national defenses and security of China, international strategic environment, modernized and high-tech equipment, and military thinking.

#### **MILITSCI 102 Military Skills Practice (2 credits)**

A physical practice course which includes formation training, common regulations for military study, physical training, combat training, tactical training, marching, orienteering, mapping, and first aid training. Closed by a military parade.

## Courses with Course Subject: Music (MUSIC)

### **MUSIC 20 Introduction to Music Theory (Beginning) (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Music.

### **MUSIC 115 Chorale (2 credits, CR/NC grading)**

Singing is a beautiful way to relax and express your feeling. Chorale singing is much more fantastic and powerful than solo singing. This course will form a Duke Kunshan University Choir and encourage the students to explore the essence of chorale. The students will be assigned in different vocal parts according to their voice range and timbre but sing together as a whole. Students are required to join the classes /rehearsals once a week, then will get a chance to perform at the end of the term. Besides that, our DKU Choir will be invited to perform at various venues in Kunshan and Shanghai City for some special events occasionally. This course will invite choreographers to coach the students if the repertoire requires some body movements. This course may be repeated for credit.

**Prerequisite:** Consent of the Instructor

### **MUSIC 210 Orchestra (2 credits, CR/NC grading)**

Music is said to be the universal language. This course is designed for students to utilize their knowledge of this language to further their understanding of this performing art and gain a deeper insight into group performance. Students will explore new or old repertoire with fellow musicians during the course of the term under the guidance of the instructor and will perform in various venues around Kunshan and Shanghai area. Students are required to join weekly rehearsals with assigned groups and all groups will perform in a concert at the end of the term. This course will also invite guest musicians as coaches to help each individual group. Previous experience in learning and performing a musical instrument is recommended. This course may be repeated for credit.

**Prerequisite:** Consent of the Instructor

### **MUSIC 211 Chamber Music (2 credits, CR/NC grading)**

Playing in small formations, students will be able to explore chamber repertoire of all epochs, with a special focus on modern repertoire. The ensembles will be established by the instructor at the beginning of the course. Their repertoire will be chosen by the instructor in consultation with the students involved. The groups will participate to one concert per semester. They may occasionally be invited to perform in the wider Jiangsu area. The ensembles will be coached regularly by the instructor. Guest musicians will offer workshops to the ensembles and may occasionally perform with the students. At least some degree of proficiency in instrumental playing and consent of the instructor are required.

**Prerequisite:** Consent of the Instructor

## Courses with Course Subject: Neuroscience (NEUROSCI)

### **NEUROSCI 102 Biological Basis of Behavior (4 credits)**

An introduction to the methods, models, and reasoning that have led to discoveries about brain-behavior relations, and a critical evaluation of the current theories that guide our thinking about the neurobiology, development and evolution of sensory and cognitive processes, sleep, pain, emotion, hunger, and thirst as well as maternal and sexual behavior patterns.

### **NEUROSCI 202 Medical Neuroscience (4 credits)**

Examines the functional organization and neurophysiology of the human central nervous system, with a neurobiological framework for understanding human behavior. Students learn the anatomy and function of neural systems in the brain and spinal cord that mediate sensation, motivate bodily action, and integrate sensorimotor signals with memory, emotion, and related cognitive faculties. Provides the foundation for neurological sciences, including understanding the impairments of sensation, action, and cognition that accompany injury, disease, or dysfunction in the human central nervous system.

**Prerequisite:** NEUROSCI 102 and BIOL 110

### **NEUROSCI 212 Cognitive Neuroscience (4 credits)**

The biological bases of higher brain function, including perception, attention, memory, language, emotion, executive functions and consciousness. Emphasis on human brain function at the macroscopic network-level, and the current theories and controversies in this rapidly growing field.

**Prerequisite(s):** PSYCH 101 or NEUROSCI 102

### **NEUROSCI 301 Research Methods in Neuroscience (4 credits)**

Explore the wide spectrum of methods commonly used in the field of neuroscience, ranging from molecular/genetic to electrophysiology and whole brain imaging. Multiple units of this team-based learning course will include interaction with a scientist currently practicing the technique.

**Prerequisite(s):** NEUROSCI 102

### **NEUROSCI 307 From Action to Emotion: The Role of the Basal Ganglia (4 credits)**

The basal ganglia are a set of nuclei deep in the brain originally thought to be exclusively associated with motor control and later found to be involved in the modulation of other complex brain functions such as emotions, learning-memory, homeostatic drives, and drug addiction. In this seminar, the role of the basal ganglia in health and disease will be analyzed.

**Prerequisite(s):** NEUROSCI 102; BEHAVSCI 205 is preferred but not required.

## Courses with Course Subject: Philosophy (PHIL)

### **PHIL 103 Chinese and Mediterranean Philosophy (4 credits)**

The early Mediterranean civilizations (Mesopotamia, Egypt, Greece, Rome) and dynastic China have been profoundly influential in the development of world civilizations, and in how human civilization is conceived. How do they compare in their traditions of thought about how one ought to live, theories of government and governance, and methods and aims in study of the natural world? This course offers a basic introduction to early Chinese and Western thought through examination of selected primary texts in English translation. As well as analyzing these approaches to philosophy in their historical and cultural context, the course debates their continuing relevance in a global context.

### **PHIL 106 Global Philosophy (4 credits)**

The Global Philosophy course offers a gateway for students to critically engage with the diverse philosophical traditions that inform the making of the increasingly pluralistic modern world. The aim of the course is to cultivate deep appreciation of diversity and to help students develop a culturally sensible map of the world's philosophical traditions that will help them deal with the compelling challenges in this multicultural age.

### **PHIL 107 What's the Right Thing to Do? Ethics and Justice in the Modern World (4 credits)**

This course examines classical and contemporary theories of justice in Western philosophical ethics and applies them to modern dilemmas that have dominated political and cultural conflict in the modern West. These topics include questions of economic justice in relation to capitalism and communism; the question of human rights as a supreme and universal value that cuts across all social and cultural contexts; the profound challenges of slavery, colonialism and racial justice that haunt American politics in the present day; the continuing quest for gender equality; and contemporary issues of gender politics including same-sex marriage and the recognition of transgender and nonbinary identities.

### **PHIL 108 Philosophy and Ethics of Artificial Intelligence (2 credits)**

If you had an intelligent agent who always tied your shoes for you, would you ever have learned to tie your shoes yourself? What about if that same agent did all your research and writing, and eventually influenced your most important decisions? Artificial intelligence promises to revolutionize our lives, but also strikes at the heart of what it means to be human and act as a moral agent in society. This course shall focus on AI through the lens of ethics: in it, students shall explore the tension between what AI can do, and what AI should do, examining complex ethical questions about the role of AI in society, including its impacts on entertainment, research, creativity, and work.

### **PHIL 109 Philosophy through Computer Science (4 credits)**

In this class we will explore several classic philosophical issues by learning how to program in Python. This is made possible by the close affinity that is shared between a number of computational concepts and their philosophical counterparts. For example, the concept of recursion can help us think about the existence of God by way of infinity. Completing this class will give you rudimentary Python programming skills and the ability to critically engage several philosophical issues. The ideal student will have an interest in both disciplines but have no prior knowledge of either.

### **PHIL 110 Philosophy and Sport (2 credits)**

Philosophical questions arise frequently in sporting contexts, and pursuing those questions can be profitable in both directions: on the one hand, emerging issues in sport often require philosophical engagement in order to make progress on a question of practical importance, while on the other hand, reexamining and deploying concepts and theories in the sporting context can helpfully reshape our thinking. The pivotal concepts at the core of this course are fairness and exploitation. We'll examine these concepts through a combination of great works in the history of philosophy, contemporary work in analytic philosophy, and recent sporting controversies.

### **PHIL 111 Non-Human Animal Ethics (2 credits)**

This course examines the morality of our treatment of nonhuman animals. We will start by considering the cognitive and emotional capacities of some nonhuman animals. After that, the course will be divided into 3 units. Unit 1 will cover ethical questions surrounding the use of animals for food. Unit 2, on animal companionship, will consider what moral responsibilities we have to our animal companions, and how they compare to the responsibilities we have towards our human friends. Finally, Unit 3, on animal captivity, will address moral issues associated with the human practice of using animals for the purpose of entertainment.

### **PHIL 112 Thinking and Doing (2 credits)**

When doing philosophy, we think about the world and about ourselves in it. This includes our thoughts about the world as well as our actions and interactions with it and one another. In this course, we will consider related foundational philosophical contributions on the nature of human thought, action, and their connection. In doing so we will attend closely to key elements of the practice of philosophical thinking and writing, including standards of logical argumentation and of academic philosophical writing. We will dedicate ourselves particularly to developing and honing our own philosophical writing skills in accordance with these standards.

### **PHIL 113 The Philosophy of Authenticity in 5 Movies (2 credits)**

In Yunnan province, tourists can visit the famous Jade Dragon Snow Mountain. By the car park, they can also take pictures of beautiful waterfalls – which are, in reality, made of concrete. This provokes a lot of questions: Would you personally like to visit fake waterfalls? What does "fake" mean? This course engages philosophy to explore the meaning of the imitation, the

reproduction, and the counterfeit. We ask the question of whether “fake” things have less value than “real” or “natural” ones.

### **PHIL 114 Play, Games, and Sport (2 credits)**

We all know how to play. And each of us has grown up playing certain games. Some of us also enjoy playing (or watching other people play) sports. However, even though we are all familiar with these concepts, understanding what these terms mean and how they are related is more difficult than we might think. In this course, we will explore fundamental philosophical questions surrounding play, and we will think more carefully about the relationships between play, games, and sport, as well as their influence on our personal and social experience. Along the way we will practice strategies for good writing and academic integrity while exploring tools and resources that can help you work on expressing complex ideas in written English.

### **PHIL 115 Confucianism and Feminism (2 credits)**

Confucianism is one of the major philosophical traditions of East Asia; it has contributed to the philosophical foundation of East Asian people’s understanding of the world, including sex, gender, and sexuality. Confucian ideas of women and gender faced an unprecedented challenge from feminism at the beginning of the twentieth century. This course examines the history of the encounter between Confucianism and feminism. Students will explore Confucian views on women, (Western and East Asian) feminist critiques, and more recent revisionist scholarship. Toward the end, the possibilities of Confucian feminism and feminist Confucianism for the modern world will be explored.

### **PHIL 205 Logic (4 credits)**

Logic is the study of the conditions of good reasoning and clear communication. Logic is an indispensable tool for an indispensable feature of human life: entertaining, assessing and crafting arguments. This course is designed to equip students with some basic skills in distinguishing good arguments from bad ones by introducing them to formal systems of logic and rules of reasoning. The goals of this course focus on reaching proficiency in particular skills in deductive and inductive logic, largely through practicing their application. The skills cultivated in this class have a broad relevance to critical thinking generally, and so students will leave this course with preparation to extend principles of critical thinking into many domains, both academic and not.

### **PHIL 207 Ethical Theory in Philosophical Traditions (4 credits)**

This course will cover a number of important topics in ethical philosophy, with a strong focus on several prominent normative ethical theories.

### **PHIL 208 Ancient Greek and Roman Philosophy (4 credits)**

The Western philosophical tradition began with the ancient Greek philosophers. Because these early discussions set the agenda for the Western philosophical conversation that is still underway, and because many of the views from this time have been so influential, and still have relevance

to some contemporary debates, understanding the views of the thinkers from this period of Western philosophy is an important part of understanding the trajectory of Western philosophy. In this course, students will read many of the seminal texts from these important thinkers, trying to understand them both as historically and culturally situated, and as potentially speaking to universal, perennial concerns.

### **PHIL 209 17<sup>th</sup> and 18<sup>th</sup> Century European Philosophy (4 credits)**

This course examines the many important philosophical developments that took place in the West in the 17th and 18th Century.

### **PHIL 210 Introduction to Western Philosophy (4 credits)**

This course focuses on the origins of the European philosophical tradition, with an emphasis on metaphysics, theory of knowledge, ethics and politics. The course reads primary texts of Plato, Aristotle, Lucretius and Epicurus and other key western thinkers in English translation. The course examines the significance of these key approaches to philosophy in the later development of the European philosophical tradition and considers their relevance for the contemporary global context.

### **PHIL 226/HIST 226 History of Chinese Philosophy (4 credits)**

This course explores the development of Chinese philosophy from ancient times to the modern era, examining key traditions such as Confucianism, Daoism, and (Chinese) Buddhism. Students will analyze foundational texts and thinkers, while considering the interplay between philosophy and religion in Chinese thought. The course also investigates how metaphysical, ethical, and spiritual ideas influenced Chinese culture, governance, and personal practice. Through primary sources and historical analysis, students will gain insight into the enduring impact of these traditions in global cultures.

### **PHIL 301 Philosophy of Mind (4 credits)**

This course is an introduction to the basic questions about mind: What is consciousness? Is the mind really like a computer or something quite different? Can thoughts, perceptions, feelings and intentions be explained in terms of events and processes in the brain and nervous system? How do we know there are minds other than our own? Although philosophers across the world have considered these questions for many centuries, the contemporary study of mind is heavily dependent on more recent scientific discoveries in cognitive psychology, neuroscience and computer science. The course demonstrates how philosophy has rapidly developed through engagement with these sciences.

**Prerequisite:** A previous PHIL course.

### **PHIL 302 Philosophy of Language (4 credits)**

This course examines important questions or debates in the philosophy of language, including theories of meaning and reference.

**Prerequisite:** A previous PHIL course.

### **PHIL 303 Topics in Feminist Philosophy (4 credits)**

This course both applies a feminist lens to traditional debates in philosophy and uses philosophical tools and methodologies to investigate contemporary feminist issues and ideas such as gender, ideology, misogyny and sexism, agency and autonomy, sexual and romantic orientation, silencing, reproductive rights, and more. In doing so, explores the role that philosophy can play in bridging theory and practice, by helping us to both understand and dismantle systems of oppression and domination.

**Prerequisite:** A previous PHIL course.

### **PHIL 304 Philosophy of Science (4 credits)**

This course examines important questions or debates in the philosophy of science, including the epistemic foundations of science and theories of scientific progress.

**Prerequisite:** A previous PHIL course.

### **PHIL 305 Cross-Cultural Philosophy (4 credits)**

Doing philosophy cross-culturally raises a number of puzzling questions about the compatibility and commensurability of different conceptual schemes, how culturally-laden our thinking is, and the aims and appropriate methods of interpretation across linguistic and cultural boundaries. It also raises difficult questions about what the goals of cross-cultural philosophy should be in light of those difficulties. We will explore these questions in different ways within the two main sections of this course. In the first, we will directly address questions of methodology in cross-cultural philosophy. In the second, we will put that methodological understanding to use in reading and developing work in cross-cultural philosophy. Together, this should teach you how to responsibly and rigorously navigate the inherent difficulties of doing philosophy in a cross-cultural manner.

**Prerequisite:** A previous PHIL course.

### **PHIL 306 Epistemology (4 credits)**

This course will examine important question(s) or debate(s) in global philosophy, with a view to helping students understand how the question(s) or debate(s) arose, and what is at stake.

**Prerequisite:** A previous PHIL course.

### **PHIL 307 Metaphysics (4 credits)**

This course will introduce students to core issues in metaphysics, such as natural laws, causation, explanation, existence, freedom, and the nature of space and time.

**Prerequisite:** A previous PHIL course.

### **PHIL 309 Philosophy of the Social Sciences (4 credits)**

This seminar provides a selective overview of major topics in the philosophy of the social sciences. It is widely recognized that, while bearing critical similarities to each other, the social and natural sciences are also marked by critical differences. How should we understand the relevant similarities and differences? For millennia, scholars have offered diverse – sometimes incompatible – answers to this question. Drawing on diverse intellectual traditions, this seminar selectively engages with the history of answers to it. Topics may include the fact/value dichotomy and its critics, rival conceptions of rationality in the social sciences, the nature of interpretation and explanation in the social sciences, objectivism and relativism, the relationship between concepts and reality in human affairs, and more.

**PHIL 398 Special Topics in Philosophy (4 credits)**

An upper-level exploration of diverse philosophical topics, depending on faculty and student interest.

**Prerequisite:** A previous PHIL course.

## Courses with Course Subject: Philosophy, Politics and Economics (PPE)

### **PPE 101 Introduction to Philosophy, Politics, and Economics (4 credits)**

PPE deploys the tools of the contemporary social sciences to inform normative reflection upon the most urgent individual and social choices we face today across many domains: markets, governance, technology, human health, and many more. This course teaches students how to apply the tools of Philosophy, Politics, and Economics to a selection of such challenges. These tools may include various methods of normative reasoning, decision theory, game theory, and social choice theory. Empirical work from a variety of social scientific fields will be utilized in order to inform the relevant normative assessments.

### **PPE 202 Ethics, Markets, and Politics (4 credits)**

How do states and markets interact today? How should they do so? How have they done so in the past? How is capitalism related to democracy and other political systems? What are "externalities," and when and how should states act in response to them? What should be up for sale -- and what shouldn't be? When and to whom should the state redistribute resources? These are the type of questions that we will examine in this course, considering how they have been understood and addressed in different contexts and cultures. Along the way, we will engage with the views of economists, historians, philosophers, political scientists, and others.

### **PPE 303 Conceptions of Democracy and Meritocracy (4 credits)**

The principle that all citizens should have an equal say in public affairs has a long history and an illustrious pedigree. Recently, however, the idea that contemporary challenges are so complex that experts must be given substantial authority over public matters has gained traction. Some theorists have suggested that the differences between the governing systems of the United States and China follow, in part, from different weightings of such principles. This course will examine democracy and meritocracy, exploring specifically their rival moral claims and the relative merits of each position. Readings will come from philosophy, political theory, history, political science, and related disciplines.

**Prerequisite(s):** SOSC 101

### **PPE 490 Senior Seminar in Philosophy, Politics, and Economics (4 credits)**

The Senior Seminar brings together PPE students across all tracks in order to put their normative and empirical research skills into practice in relation to some theme or topic. Topics may include pressing challenges in technology, government, the environment, etc. Readings will span the many disciplines that contribute to the PPE major. Substantial group projects will ask students to deploy the disparate skill sets cultivated in their disciplinary tracks of choice.

**Prerequisite:** PPE 101 and PPE 303

## Courses with Course Subject: Physics (PHYS)

### **PHYS 25 Introduction to Mechanics (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Physics C: Mechanics

### **PHYS 26 Introduction to Electricity and Magnetism (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Physics C: Electricity and Magnetism

### **PHYS 101 Frontiers of 21<sup>st</sup> Century Physics (4 credits)**

Frontiers of 21<sup>st</sup> Century Physics explore the major subdisciplines of modern physics and their (potential) applications in industry/research. Students learn why society invests so much in physics and what it gets in return, from the origins of electronic devices and novel materials tackling the energy crisis to the large-scale structure of our universe. Students will build up an understanding that modern technologies are developed based on physics, i.e., application of laser in autopilot, magnetic levitation, etc. This course serves as an introductory course to freshman students to give them a taste of modern physics and to inspire their interest in physics.

### **PHYS 105 / ARTS 105 The Science of Traditional Asian Music (4 credits)**

This course is an introduction to acoustics, sound, and music. Participants will learn about wave theory, spectral analysis, and the mathematical and scientific basis for music scales, timbre, pitch perception, and harmonics. Vibration sources, resonant chambers, and wave amplification will be discussed. Special attention will be given to waves on strings and waves in pipes, and approximations and corrections to physical systems. Concrete examples will be drawn from Asian instruments and music, with particular attention to the Guqin, Guzheng, Erhu, Dizi, and instruments and vocalists of Chinese opera.

### **PHYS 121 Integrated Science – Physics (4 credits)**

This course is about how to view the world from the perspective of classical mechanics, based on an understanding of the core concepts and theoretical laws. As a science foundation course, it helps students appreciate the elegant simplicity of the universal laws governing the complex systems surrounding us, and it teaches an important approach to identifying, formulating, and solving problems encountered in the physical world. The course begins with the core concepts of classical mechanics, time, space, mass, force, work, energy, momentum, and the physical laws that link them with each other. Students first learn Newton's laws and the universal law of gravitation as they apply to point mass systems. Subsequently, basic concepts of oscillation and waves, rigid body motion, fluid mechanics, thermodynamics and statistical mechanics are introduced, illustrated with real-life examples (e.g., physics of cooking, biosphere as a thermal engine) to help students integrate different science foundation courses by themselves. While no previous knowledge of physics is required, some background is advantageous.

**Prerequisite(s):** MATH 101 or 105.

### **PHYS 122 General Physics II: Electricity, Magnetism and Light (4 credits)**

This course is the second of a series of two general physics courses that are highly interactive and illustrated with applications from different perspective of sciences and everyday life. Core topics: electric fields, circuits, magnetic fields, Faraday's law, Maxwell's equations, electromagnetic waves, properties of light, geometric optics, wave optics. Additional possible topics: optical instrumentation, quantum physics, selected applications.

**Prerequisite(s):** PHYS 121

### **PHYS 134 Introductory Astronomy (4 credits)**

How observation and scientific insights can be used to discover properties of the universe. Topics include an appreciation of the night sky, properties of light and matter, the solar system, how stars evolve and die, the Milky Way and other galaxies, the evolution of the universe from a hot Big Bang, exotic objects like black holes, and the possibility for extraterrestrial life. High-school-level knowledge of algebra and geometry is required.

**Prerequisite(s):** High-school-level knowledge of algebra and geometry

### **PHYS 201 Optics and Modern Physics (4 credits)**

Introductory treatments of special relativity and quantum mechanics. Topics include wave mechanics and interference; relativistic kinematics, energy and momentum; the Schrodinger equation and its interpretation; quantum particles in one-dimension; spin; fermions and bosons; the hydrogen spectrum. Applications to crystallography, semiconductors, atomic physics and optics, particle physics, and cosmology.

**Prerequisite(s):** MATH 201; PHYS 122

### **PHYS 301 Classical Mechanics (4 credits)**

Newtonian mechanics at the intermediate level, Lagrangian mechanics, linear oscillations, chaos, dynamics of continuous media, motion in non-inertial reference frames.

**Prerequisite(s):** MATH 201; MATH 202; PHYS 122

### **PHYS 302 Thermal and Statistical Physics (4 credits)**

This course focuses on the basics of equilibrium thermodynamics and introduces the concepts of temperature, internal energy, and entropy using ideal gases and ideal paramagnets as models. The chemical potential is defined, and the three thermodynamic potentials are discussed with use of Legendre transforms. It will also cover topics including the power of thermodynamics in gases and condensed matter, phase transitions, probability theory, and quantum statistics.

**Prerequisite(s):** PHYS 201

### **PHYS 303 Introduction to Biophysics (4 credits)**

The application of physics theory and experimental techniques to biological systems can be used to answer complex questions. The biological systems examined can range in scale from single molecules, to organelles, cells, tissues and whole organisms and the types of physics applied can include chemical, mechanical, electrical and others. Students will be introduced to physical descriptions of a wide range of phenomena, from molecular and cell mechanisms to the function of the human brain. An additional introductory overview of frontiers in photobiophysics, neurophysics, bioinformatics and synchrotron-based biological spectroscopy will help students to broaden their views.

**Prerequisite(s):** BIOL 110 and PHYS 121

### **PHYS 304 Electricity and Magnetism (4 credits)**

Electrostatic fields and potentials, boundary value problems, magnetic induction, energy in electromagnetic fields, Maxwell's equations, introduction to electromagnetic radiation.

**Prerequisite(s):** MATH 201 and PHYS 122

### **PHYS 305 Machine Learning for Physical Science (4 credits)**

This course explores the application of classical supervised and unsupervised learning methods, such as logistic regression, kernel method, Boltzmann machine, principal component analysis, autoencoder, and convolutional neural network, in various areas of physics, chemistry, biology and materials science. In each week, the basic principles of one machine learning method are first briefly reviewed, which is followed by its application in one physical science problem. Students are then expected to use Python or R machine learning packages to finish a corresponding computational project. Topics may include unsupervised detection of phase transition, dimension reduction and order parameter extraction, intermolecular forces fitting, graph networks and molecular design, trajectory prediction with time series analysis, deep learning analysis of images, protein folding, etc.

**Prerequisite(s):** MATH 202; and STATS 101 or STATS 102 or COMPSCI 101 or COMPSCI 201

### **PHYS 306 Quantum Mechanics (4 credits)**

Introduction to the non-relativistic quantum description of matter. Topics include experimental foundations, wave-particle duality, Schrodinger wave equation, interpretation of the wave function, the state vector, Hilbert space, Dirac notation, Heisenberg uncertainty principle, one-dimensional quantum problems, tunneling, the harmonic oscillator, three-dimensional quantum problems, angular momentum, the hydrogen atom, spin, angular momentum addition, identical particles, elementary perturbation theory, fine/hyperfine structure of hydrogen, dynamics of two-level systems, and applications to atoms, molecules, and other systems.

**Prerequisite(s):** PHYS 201; MATH 202; and PHYS 301 is encouraged

**PHYS 310 Physics of Particulate Materials (4 credits)**

Particulate materials, broadly defined as agglomerates of macroscopic particles, are ubiquitous in nature, across industries (pharmaceutics, chemical engineering, geotechnical, etc.) and in our daily lives. You can see them in everything from sand grains on the beach to catalyst particles in chemical reactors and from airborne pollution particles to ice balls forming Saturn's rings. Starting from a physics perspective, this course builds the foundation for widespread applications of particulate materials. It covers topics including particle-particle and particle-fluid interactions, agglomeration processes, statics and dynamics of granular materials. Students work on specific projects that equip them with essential experimental and/or numerical tools to explore these applications of particulate materials and that prepare them for advanced academic and applied fields of study.

**Prerequisite(s):** PHYS 122, MATH 201

**PHYS 402 Solid State and Soft Matter Physics (4 credits)**

This course is intended to provide an introduction to the physics of solids and soft materials. It will discuss topics including properties of static (crystal structure) and dynamic (lattice vibrations) arrangements of atoms; electrons in solids; key features in metals, insulators and semiconductors; semiconductor devices; structure and assembly of a variety of soft materials including liquid crystals, polymers, colloidal systems and surfactants; special properties of materials in nanoscale; etc.

**Prerequisite(s):** PHYS 306

**PHYS 403 Introduction to Nuclear and Particle Physics (4 credits)**

Introductory survey course on nuclear and particle physics. Phenomenology and experimental foundations of nuclear and particle physics; fundamental forces and particles, composites. Interaction of particles with matter and detectors. SU(2), SU(3), models of mesons and baryons. Weak interactions and neutrino physics. Lepton-nucleon scattering, form factors and structure functions. QCD, gluon field and color. W and Z fields, electro-weak unification, the CKM matrix, Nucleon-nucleon interactions, properties of nuclei, single and collective particle models. Electromagnetic and hadronic interactions with nuclei. Nuclear reactions and nuclear structure, nuclear astrophysics. Relativistic heavy ion collisions.

**Prerequisite(s):** PHYS 306

**PHYS 404 Nonlinear Dynamics (4 credits)**

Introduction to the study of temporal patterns in nonequilibrium systems. Theoretical, computational, and experimental insights used to explain phase space, bifurcations, stability theory, universality, attractors, fractals, chaos, and time-series analysis. Each student carries out an individual research project on a topic in nonlinear dynamics and gives a formal presentation of the results.

**Prerequisite(s):** MATH 202 and PHYS 122

**PHYS 405 Advanced Physics Laboratory and Seminar (4 credits)**

Experiments involving the fields of electricity, magnetism, heat, optics, and modern physics. Written and oral presentations of results. Consent of the Instructor required.

**Prerequisite(s):** PHYS 201

**PHYS 406 Advanced Biophysics (4 credits)**

Builds on and extends the core concepts introduced in Introduction to Biophysics. Advanced topics and recent developments in biophysics.

**Prerequisite(s):** PHYS 302 and 303

**PHYS 407/MATH 407 General Relativity (4 credits)**

Introduction to tensor calculus and metric geometry; Maxwell theory and special relativity; Lorentzian spacetimes; Einstein's field equations; Schwarzschild and Kerr solutions, black hole properties; Friedmann equations and cosmology; optical geometry and gravitational lensing; gravitational waves; current research overview. Useful but not required: MINI-TERM Invitation to Spacetime; knowledge of differential equations and differential geometry (e.g., MATH 303, MATH 403, MATH 408); knowledge of classical mechanics, electromagnetism and astronomy (e.g., PHYS 134, PHYS 201, PHYS 301).

**Prerequisite(s):** MATH 201, MATH 202

**PHYS 408 Quantum Information Science (4 credits)**

This course provides an introduction to theory and practice of quantum information science. The topics include information theoretic perspective of quantum mechanics, quantum algorithm and quantum error correction, quantum simulation and quantum sensing. Moreover, cutting-edge physical implementations of quantum information science and technology such as superconducting circuits, trapped ions, cold atoms, and defects in solids will be introduced.

**Prerequisite(s):** PHYS 306

## Courses with Course Subject: Physical Education (PHYSEDU)

Each activity course listed below is graded on a Credit/No credit basis. The maximum amount of credit that counts toward the 136 credit requirement is two credits, but additional courses may be taken without credit toward this number. (See section on Credits Required for Degrees in Part 3.) Students may repeat activity courses.

### **PHYSEDU 101 Basketball (0.5 credit)**

This course is designed to develop fundamental basketball skills of beginner students and enhance the skills of those students with some basketball background.

### **PHYSEDU 102 Softball (0.5 credit)**

This course introduces students the rules and emphasizes the development of fundamental skills and strategies for playing softball.

### **PHYSEDU 103 Volleyball (0.5 credit)**

This is an introductory course teaching the fundamentals of volleyball including passing, serving, setting and spiking. Students will learn rules, court strategy, and significant emphasis will be placed on total fitness and recreational skills.

### **PHYSEDU 104 Fencing (0.5 credit)**

This course is intended to provide students with the fundamentals of fencing, including footwork, bladework, bouting and refereeing. It will allow students to develop the ability to analyze a fencing bout and promotes creativity in applying acquired skills in a fencing bout.

### **PHYSEDU 105 Soccer (0.5 credit)**

This course is designed to enhance technical and tactical game knowledge and students playing ability. Students will engage in a variety of soccer training methods emphasizing fundamental/technical skills, tactical knowledge and playing ability.

### **PHYSEDU 106 Badminton (0.5 credit)**

This course introduces the fundamentals and techniques used in badminton with theoretical emphasis on rules and playing etiquette.

### **PHYSEDU 107 Table Tennis (0.5 credit)**

This course is designed to equip the students with the basic skills to be able to play recreational or competitive table tennis outside of class. This course will give students a chance to improve or learn how to play table tennis effectively.

### **PHYSEDU 108 Tennis (0.5 credit)**

The primary aim of this course is to teach the students the fundamentals of tennis including the rules, game scoring, etiquette, and fundamental strokes, forehand, backhand, serve and volley. The course will also present various drills and games, and present singles and doubles tactics and strategies. The emphasis of this course is to give the students the working knowledge of tennis so they may enjoy it as a lifetime activity.

### **PHYSEDU 109 Tai Chi (0.5 credit)**

Tai Chi is an ancient Chinese traditional martial art practiced worldwide. It is used as part of defense training, meditation, exercise program or for its various health benefits. This course aims to help students learn the basic forms of Tai Chi and to become comfortable in practicing independently.

### **PHYSEDU 110 Pilates (0.5 credit)**

Pilates is a method of exercise that consists of low-impact flexibility, muscular strength and endurance movements. Pilates' routine emphasizes proper postural alignment, core strength and muscle balance.

### **PHYSEDU 111 Yoga (0.5 credit)**

This class will explore the practice and application of yoga and meditation and will introduce students to various breathing techniques and forms that additionally promote strength and flexibility. Together, these benefits may help students in promoting healthier lifestyle.

### **PHYSEDU 112 Body Combat Fitness (0.5 credit)**

Body combat fitness is an eclectic-based aerobics class that combines cardio and resistance training and utilizes components of kickboxing, boxing and dynamic conditioning drills using combat principles. This kind of aerobic workout uses principles of high intensity interval training (HIIT) to give all students regardless of fitness level a great workout and learn some of martial arts forms and techniques.

### **PHYSEDU 113 Body Step Aerobics (0.5 credit)**

Step aerobics is designed primarily to attain, improve and/or maintain healthy fitness level of students through their participation in the class. Students will also learn various fitness concept and principles and their application as part of the healthy lifestyle. The course will provide the tools to create and follow a personalized aerobics exercise regimen as part of the healthy lifestyle.

### **PHYSEDU 114 Jogging/Walking (0.5 credit)**

This course emphasizes walking/jogging mechanics and physiological effects of cardiovascular activity and general benefits of exercise. This course provides the knowledge and skills necessary to improve cardiovascular endurance and fitness through walking and jogging.

### **PHYSEDU 115 Mixed Martial Arts (0.5 credit)**

Mixed Martial Arts (MMA) is an eclectic martial arts-based training class that incorporates learning of various martial arts forms and skills with conditioning training. This course will focus on beginner techniques, and in contrast to traditional mixed martial arts, it will not involve ground techniques or grappling. Therefore, the focus of this course is on learning fundamentals of various martial arts forms accompanied by conditioning training routines.

### **PHYSEDU 116 Stick Stretching/Yoga (0.5 credit)**

Stick stretching is a hybrid blend of traditional yoga poses, tai chi and soft martial arts, which is designed to improve mobility, flexibility, balance, strength, coordination and postural awareness. Hence, the focus of stick yoga is on spinal health and correcting body mechanic. Sticks are used to provide support, guide and leverage stretching, strengthening and balance forms.

### **PHYSEDU 117 Swimming (0.5 credit)**

Swimming course is designed to teach variety of swimming strokes for students with little or no swimming experience. However, considering that swimming ability depends not only on basic strokes, but also being comfortable in the aquatic environment, this class will also emphasize correct breathing skills, water threading and survival floating.

### **PHYSEDU 118 Taekwondo (0.5 credit)**

Taekwondo is Korean martial art that emphasizes various forms of kicking. However, considering its name – Way (Do) of kicking (Tae) and punching (Kwon) – students will also learn various punching forms. This class is designed to introduce basic Taekwondo forms and techniques and prepare them for the yellow belt test given at the end of the class.

### **PHYSEDU 119 TRX Suspension Training (0.5 credit)**

TRX is an innovative suspension weight training used by various populations to improve strength, endurance, body tone and overall health and wellness. It is based on seven fundamental movements: push, pull, plank, rotation, hinge, lunge and squat, from which numerous variations and types of workouts are designed to target a specific goal. In this course, you will learn these fundamental movements, and how to create your own routines and adopt them to fit your own goals using TRX.

### **PHYSEDU 120 Weight Training (0.5 credit)**

In weight training course, you will learn various strength training concepts, recommendations, techniques, and programs through discussions, handouts, and hands on demonstrations. While some theoretical background will be provided before each class, majority of class time will be conducted in a fitness center and hands on experience with primary aim to complete a full workout. Considering weight training can be used for various purposes we will introduce goal-specific workout recommendations such as muscle gain, body toning, functional weight training, sport specific training, weight loss and general health. In addition, we will dispel various myths about weight training and workout safety in order to provide you with independence and comfort to make weight-training part of your healthy lifestyle.

### **PHYSEDU 121 Integrated Fitness and Wellness (0.5 credit)**

Integrated Fitness and Wellness course emphasizes learning concepts of fitness and wellness through participation in a range of physical activities offered on and off-campus. The course is designed to encourage students to attend different fitness, sports and recreational activities, and using concepts covered in class, learn how to create individualized fitness and wellness goals based on activities they enjoy and fit their lifestyle. In this class, there is no set class time and students are expected to participate in any three fitness activities per week lasting at least 45 minutes. Hence, students are welcome to attend any open fitness class offered on campus, go hiking, jogging, cycling or swimming with friends or play any sport throughout the week. You will use heart rate monitors to keep track of your activities, intensity, goals and participation. Students will have 1 discussion class every 2 weeks where theoretical concepts of fitness and wellness are class progress are discussed.

### **PHYSEDU 122 Rowing (0.5 credit)**

This course is an introduction to the sport of rowing. Students will learn about the fundamentals of rowing, the types of boats and events, equipment, rowing techniques and mechanics, boat handling and rigging. As part of the class students will row indoors and in open water shells. The goal of the course is for students to experience the wonderful world of rowing, become fond of the activity and essentially become independent recreational rowers.

### **PHYSEDU 123 Kendo (0.5 credit)**

Kendo is a form of martial art that focuses on the use of bamboo sword as its integral part. Kendo integrates strategic thinking and methodology with physical agility and responsiveness, and as such is mentally and physically stimulating activity. Subsequently, students in this course have a unique opportunity not only to learn about Kendo as a physical activity, but also its significance in cultivating social and personal values in traditional China.

### **PHYSEDU 124 Spinning (0.5 credit)**

Spinning, or indoor group cycling, is the stationary cycling program that simulates real cycling conditions to deliver high intensity workout. Spinning is low impact, full-body aerobic exercise

that will generally improve cardiovascular fitness, boost energy, reduce stress, and tone upper and lower body. Hence, this activity is ideal for fitness novices and athletes to reach their goals. However, as a PE course this class has a teaching component which will allow each student to understand the physiology behind the workout and its benefits, and how to safely and effectively make individualized plans for better results.

### **PHYSEDU 125 Kunqu Basic Movements (0.5 credit)**

This class will provide the foundational skills of specific pieces of Kunqu theatre, a form indigenous to the local region. Students will learn about a form of physical discipline at the intersection of physical exercise, dexterity and the arts. Students will learn that traditional theatrical arts offer a route to physical wellbeing, offering a rigorous training in physical and motor control.

### **PHYSEDU 126 Ultimate Frisbee (0.5 credit)**

Ultimate Frisbee is a global, team sport that originated in the United States. This course is designed to familiarize students with the ultimate frisbee through engaging, high-energy activities and theoretical background of history, rules, and game terminology. The course will emphasize several fundamental aspects of Ultimate Frisbee including backhand throws, forehand throws, pancake catch, rim catch, and game strategy.

### **PHYSEDU 127 Flag Football (0.5 credit)**

Flag football is one of the fastest-growing youth sports worldwide. The purpose of the game is fairly similar to American football, in contrast to the full contact version, in flag football there is minimal physical contact, no physical tackling, diving, blocking, screening, or fumbles. As part of the course students will learn fundamentals skills and strategies of flag football, and certainly develop physical skills required to recreationally play flag football.

### **PHYSEDU 128 Sports Dance (0.5 credit)**

Sport Dance class will explore the origins and fundamental elements of hip-hop, freestyle, and street dance culture. Students will learn about foundation movements through direct instruction, specific exercise drills and routines, with guest instructors from local dance groups. With these methods students will improve coordination, physical fitness, and general sense of rhythm and dance.

### **PHYSEDU 129 Sailing (0.5 credit)**

This is American Sailing Association certified ASA 101 Basic Keelboat and 103 Basic Coastal Cruising combination course. It is provided over a five-day intensive coursework and is ideal for novices with minimal sailing skills and those who would like an in-depth refresher course and fast certification. At the end of the fast-track, students will have the skills necessary to safely and confidently operate and charter sailboats. Instruction will be held at Tai Lake, Suzhou, immediately after the final exams. There are supplemental charges for the course.

### **PHYSEDU 130 Scuba (0.5 credit)**

This course is structured according to the Open Water Diver (OWD) course provided by Professional Association of Diving Instructors (PADI). OWD is an entry-level autonomous diver certification for recreational scuba diving and prepares students to dive up to 15 meters. It is a pre-requisite for Advanced Open Water Diver (AOWD) course for those students interested in pursuing more advanced scuba diving. Instruction will be held at a selected site during summer break, immediately after the final exams. The course will be over 5 days with practical exam on the final day. There are supplemental charges for the course.

**Prerequisites:** No previous knowledge, but students MUST know how to swim to take this class.

### **PHYSEDU 131 Ski/Snowboard (0.5 credit)**

Instruction and experience in the fundamentals of skiing or snowboarding. Emphasis on safety, controlled turns and stops, equipment selection, and pre-season preparation. Instruction will be held a selected site during winter break, immediately after the final exams. The course will be over 5 days with practical exam on the final day. There are supplemental charges for the course.

### **PHYSEDU 132 Surfing (0.5 credit)**

This introductory course is designed to provide fundamental instruction in surfing skills and technique. Additional focus will include ocean safety, surf etiquette, understanding surf forecasts and wave models, equipment selection, surfing history and culture, competition, and surf related exercises. Instruction will be held at a selected site during summer break, immediately after the final exams. The course will be over 5 days with practical exam on the final day. There are supplemental charges for the course.

**Prerequisites:** No previous knowledge, but students MUST know how to swim to take this class.

### **PHYSEDU 133 Baguazhang (0.5 credit)**

This course aims to help students learn the basic foundation of Baugazhang practice, both practically and theoretically, while giving them the skills they need to continue their practice on their own.

### **PHYSEDU 134 Climbing Wall (0.5 credit)**

This course introduces the fundamentals of indoor rock climbing, including bouldering, top-rope climbing, belaying, and basic safety protocols. Students will develop strength, balance, and problem-solving skills through hands-on practice on the climbing wall. No prior experience is required, and all equipment is provided. Instruction emphasizes proper technique and teamwork in a safe and encouraging environment.

### **PHYSEDU 135 Dragon Boat (0.5 credit)**

Dragon Boat is a dynamic, team-based water sport focused on synchronized paddling and group coordination. Students will learn proper stroke mechanics, racing strategy, and cultural background while building endurance and team spirit. On-water practice is combined with land

drills, culminating in a friendly intra-class regatta. This course is suitable for all fitness levels and no previous paddling experience is necessary.

**PHYSEDU 136 Golf (0.5 credit)**

This course offers a comprehensive introduction to the game of golf, covering full swings, short game techniques, putting, and the basic rules and etiquette of play. Through guided instruction, video analysis, and structured practice, students will gain the skills needed to play an 18-hole round with confidence. Clubs and balls are provided, and no prior experience is required. The course is conducted at a golf training facility.

**PHYSEDU 137 Pickleball (0.5 credit)**

Pickleball blends elements of tennis, badminton, and ping-pong into a fun, fast-paced racquet sport. This course teaches the fundamentals of serving, volleys, scoring, movement, and doubles strategy. Students will build hand-eye coordination, agility, and communication skills through active drills and match play. No prior experience is needed, and equipment is provided. The course emphasizes gameplay, sportsmanship, and teamwork in a dynamic and supportive environment.

## Courses with Course Subject: Political Economy (POLECON)

### **POLECON 105 China and the Global South (2 credits)**

China's vast material power and professed developing country status place it in a unique and highly influential position with respect to the Global South. In this course, we will examine the political economy of contemporary China's relations with the Global South, covering topics including China's development and humanitarian assistance, trade and investment, Chinese soft power, and its expanding security presence. We will explore how the politics of these topics shapes their economics and vice versa, and unpack the interests and roles of the many different state and non-state actors involved.

### **POLECON 107 Platform Economies: From Global Commodities to Digital China**

Ever wonder how your coffee gets from a distant farm to your cup, or how TikTok shops are reshaping manufacturing? This course dives into how tech is fundamentally changing our economic world from AI-powered logistics to the platforms we use daily. Students will explore these transformations globally, with special attention to China's unique and influential role in the digital landscape. Throughout the course, students will be led to question assumptions about how governments, markets, and technology interact at various levels from village economies to global systems.

### **POLECON 201 International Political Economy (4 credits)**

This course is an introduction to international political economy, the study of how and why international economic policies are formed, and how the international economy influences domestic politics and economic performance. This is a survey course designed to introduce students to the leading theories and evidence-based research relating to international political economy (IPE). It first introduces some of the main theories of IPE, which is the study of how political forces impact the workings of the global economy and how the global economy—simultaneously—shapes politics. It then explores the history and contemporary workings of the international trade and monetary systems from an IPE perspective. Finally, it delves into specific topics that IPE can help shed light on, such as foreign aid, resources competition, and international environmental protection agreements.

### **POLECON 301 International Development (4 credits)**

This course provides an overview of advanced contemporary work on the political economy of development. This is a survey course designed to introduce students to the leading methods, theories, and evidence-based research relating to development. It first addresses the very concept of development, presents the metrics that are used to measure it, and introduces important development figures. It then introduces key models and theories that have been presented to explain development. Finally, it delves deeper into contemporary questions and debates about the drivers of development.

**Prerequisite(s):** POLECON 201 or ECON 101

### **POLECON 302/GCHINA 301 China's Economic Transition (4 credits)**

This course will provide a comprehensive overview of the Chinese economy and China's role in the world economy. China's current economic challenges will be given particular attention. Topics that will be addressed include: the Chinese economy before 1949; the socialist era, 1949-1978; economic reform and market transition; the role of state enterprises; foreign investment; foreign trade; China's role in the East Asian trade-production network; the Chinese financial system; Chinese monetary and exchange rate policy; China's role in global imbalances; the internationalization of the Yuan; and the housing market.

### **POLECON 401/GCHINA 401 Political Economy of the Chinese Reform (4 credits)**

This course is a reading and research seminar that aims to provide students with a solid, broad understanding of China's reform policies, programs, and strategies since 1978. It also examines the lessons the Chinese reformers and people learned from the 40-year reform experience as well as the challenges facing the Chinese economy and society in the future. Reading materials include both authoritative and new works on China's politics, institutions, and economic development at various stages of the reform period. Students have opportunities to apply basic economic theories to the empirical analysis of China's economic transitions and sociopolitical change.

**Prerequisite:** Consent of the Instructor

### **POLECON 490 Senior Seminar: Advanced Topics (4 credits)**

This seminar is a core component of the interdisciplinary major in Political Economy. Students will apply to interdisciplinary topics the knowledge and methods of analysis that they have gained in different disciplines. Students will re-connect with the broader community of faculty and students in their major and further develop their capacities to translate between their areas of expertise and the larger questions and issues that apply across a variety of disciplines. The seminar will foster the ability to see their disciplinary knowledge from a wider perspective and to apply it flexibly. Specific topics will vary. This seminar is required for all seniors in the major. Other students may enroll with the permission of the instructor.

**Prerequisite(s):** POLECON 201

**Courses with Course Subject: Political Science (POLSCI)**

**POLSCI 20 American Government and Politics (4 credits)**

Credit for Advanced Placement on the basis of the College Board examination in American government and politics

**POLSCI 21 Comparative Government and Politics (4 credits)**

Credit for Advanced Placement on the basis of the College Board examination in comparative government and politics

**POLSCI 101 International Politics (4 credits)**

The theory and practice of international politics and foreign policy; analysis of the various elements of national power and its impact on differing world views and foreign policy behavior, the instruments of foreign policy, and the controls of state/nation behavior across different historical periods and from different national and analytical perspectives.

**POLSCI 104 Comparative Politics and Institutions (4 credits)**

The purpose of this course is to examine and understand issues related to Comparative Politics and Institutions. The main topics that will be examined over the course of the term include the central themes, theories, concepts, and questions of the contemporary study how policy-making processes vary across different institutional arrangements.

**POLSCI 105 Contemporary Political Ideologies (2 credits)**

The goal of this course is to understand the fundamental alternative political ideologies or theories that have shaped our world and to consider which political theories may shape our world in the future. To accomplish this goal, we will 1) Investigate the theories at the foundation of liberal democracy, capitalism, Marxism, fascism, and anti-liberal Islam; 2) Consider how each of these theories addresses such fundamental human questions as: What is the best form of government? What is the nature of human beings? 3) Study through close textual analysis the principal arguments both for and against each of these theories.

**POLSCI 106 Political Rhetoric, Crisis, and Leadership (2 credits)**

This course engages in a series of case studies to evaluate the requirements of political rhetoric, especially during times of crisis. Examples are drawn from ancient Greek and Roman history, the American founding, and the U.S. Civil War. Students will be able to identify how political leaders in various contexts use common logical and rhetorical constructions to negotiate political uncertainty and danger.

### **POLSCI 108 Introduction to Political Theory (2 credits)**

How should we act? What do we owe the community – and what does the community owe us? These questions and more animate political philosophy, which takes as its starting point the plurality of human beings, “the fact that men, not man, live on the earth and inhabit the world,” as political theorist Hannah Arendt has written. The problems and promise that come from human beings dwelling together will be the subject of this course. Through a changing set of diverse texts, we will explore together the dilemmas, tensions, and potentials of human beings going on together in a political community.

### **POLSCI 202 U.S. Citizenship: History, Meaning and Conflict (4 credits)**

What does it mean to be and to become an American citizen? What combination of political principles, cultural identity, and historical experience does and should constitute U.S. citizenship? This course explores the meaning of citizenship and nationhood in different historical contexts, amidst competing constitutional interpretations, and at the center of contemporary policy debates.

### **POLSCI 203 Civil Rights and Civil Liberties (4 credits)**

This course examines the meaning rights and liberties in the American and global context. It considers competing justifications as well as specific legal and policy debates ranging from freedom of speech and the press, religion, sexuality, abortion, and discrimination.

### **POLSCI 204 The U.S. Constitution and its Critics (4 credits)**

The U.S. Constitution is the foundation of the American legal and political system. It is the oldest national constitution still in effect, and it has influenced many subsequent constitutions around the world. According to its admirers, it has played a central role in the rise of the United States as a global superpower. Its critics, on the other hand, claim that it has produced an increasingly unequal society and a dysfunctional political system. This course will help students to better understand the basic structure of the U.S. Constitution, its history, and the political debates to which it has given rise. We will begin by examining the arguments raised for and against the Constitution when it was first proposed in the eighteenth century, before turning to the study of several contemporary political challenges in which constitutional questions play a prominent role, namely those concerning race, free speech, and the power of the American presidency.

### **POLSCI 205 American Ideas and Global Receptions (4 credits)**

What does it mean to be American? This class explores this question by searching for the meaning of the “American Dream,” a national ethos of the United States. Our research focuses on countercultural visions, expressed through subversive literature, comedy, and hip-hop music. We begin in the 1960s, when American youth launched an anti-establishment cultural movement that has continued up to the present. Engaging with American counterculture is crucial to understanding American history and politics more broadly. And because American culture exerts

such a large influence abroad, countercultural American dreams are also an important part of global history.

### **POLSCI 207 Democratic Institutions in America (4 credits)**

From the framing of the Constitution to the present day, the US has had unique political institutions and political culture, which have long arrested the minds of political theorists, philosophers, writers and academics. Drawing on multiple disciplines, such as sociology, history, philosophy, and literature, this course will explore America's democratic political structures as well as the various institutions that live alongside them. Students will examine the US Constitution and political system. They will look at the relation of the US political system to American culture, to race, to education, to capitalism, and to empire.

### **POLSCI 208 Political and Social Inequality (4 credits)**

How do different groups with different levels of political power shape political outcomes? How do gender, racial, environmental, and social inequalities express themselves through the political system? What is a ‘fair’ level of inequality? How do different institutional designs shape and channel inequality? This class introduces students to readings, arguments, and concepts that begin to explore the answers to these questions.

**Prerequisite(s):** POLSCI 104

### **POLSCI 209 Democratic Erosion (2 credits)**

The course responds to the widespread media coverage and commentary suggesting that democracies around the world are backsliding into authoritarianism by treating “the threat of democratic erosion as an empirical question, rather than merely a political one”. The first week of the course focuses on definitions—democracy, democratic consolidation, democratic erosion. In each of the next six weeks, the following particular themes will be investigated: institutions, populism, the media, polarization, exclusion, and resistance.

### **POLSCI 210 International Relations in East Asia (4 credits)**

This course helps students understand the interactions among states in East Asia since WW II. It surveys the major events, introduces theories from international relations related to the strategic balance, realism and constructivism, international political economy, decision-making, domestic politics, leadership and bureaucratic politics. Part III looks at China’s and America’s relationships with Asian countries while Part IV analyzes key issues, including the Korean nuclear crisis, the South and East China seas, and the future of the region. The course will include a simulation game, when students engage in crisis management, thereby enhancing their understanding of the dilemmas of foreign policy decision making.

**Prerequisite(s):** POLSCI 101

**POLSCI 211/LIT 211 Politics and Literature (4 credits)**

In the past, the poet was regarded, not as an antipolitical bohemian nor as a political partisan, but rather as a wise teacher who could help us to understand the drama of human life as a whole and the drama of political life in particular. The goal of this course is to investigate the nature of politics and human nature by studying a number of masterpieces of classical literature. As we study these works, we will consider such themes as the equality of the sexes, democracy and aristocracy, science and politics, religion and politics, love and politics, and ambition and politics.

**POLSCI 212 Pathologies of Modern Society: Foundational Ideas (4 credits)**

This course introduces the ideas of 4 social theorists: Tocqueville, Marx, Durkheim, and Weber. Described as “the founding fathers” of modern social theory, these thinkers sought to understand modern society, and its pathologies, in order to improve human life. Their ideas – such as public opinion and democratic despotism, alienation and ideology, rationalization and disenchantment, and organic solidarity and anomie – are still used by social scientists today to analyze and frame social, economic, and political problems.

**POLSCI 213 Populism (2 credits)**

Populism is widely recognized as a threat to liberal democratic states around the world today. In this course, we will analyze the phenomenon of populism from three basic perspectives. First, we will read theories of what populism is and how it relates to liberal democracy. Second, we will examine what the aims and practices of different populist movements from around the world are (movements such as those in Venezuela, Brazil, Hungary, Poland, Turkey, France, and India). Third, we will investigate what the causes of populism are and how we can respond to it.

**POLSCI 214 Authoritarianism and the Struggle for Democracy in Latin America (4 credits)**

This subject explores the precarious balance between the ideal of democracy and histories of authoritarianism in Latin America. Using case studies from different historical contexts, the class examines continuities and ruptures in Latin American political history, and the cultural contexts in which populisms of the left or right, and authoritarian regimes, emerge or recede. This subject encourages students to consider political theory in relation to historical and cultural specificity. Key questions addressed include: what political cultures are associated with democratic, authoritarian and populist forms of rule? What role do struggles over memories of authoritarian pasts play in contemporary democracies? How do democracies evolve into dictatorships, and dictatorships into democracies? Previous study of international relations is helpful, but not required.

**POLSCI 215 The Political History of Modern Architecture: From Revolution through Neoliberalism (4 credits)**

Given the needs for labor, materials, and legal permissions, architects in the modern period by definition intersect with interests of power. This course explores the role of political institutions and ideologies in the history of modern architecture. While the course focuses on European and

North American examples, we will also include key case studies of non-Euroamerican architecture and politics. The course provides a foundational knowledge of the history of modern architecture as well as how political institutions and ideologies have influenced that development.

### **POLSCI 216 War and Peace: Foundations of the International Political Order (2 credits)**

Most nations claim to seek peace, yet war is a recurrent feature of international politics. This course examines the reasons why this is the case. Is war an inevitable result of the clashing interests of states, or is it a regrettable consequence of their failure to correctly assess those interests? We will study the greatest works of political philosophy and political science in order to understand the causes of war and the prospects for a more resilient peace.

### **POLSCI 219/PUBPOL 219 The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats (4 credits)**

In this course students will learn how the U.S. legal system actually operates: the 3 branches of government (legislators, judges, and agencies), the 3 levels of government (local, state, and federal), and the 4 main actors (judges, lawmakers, bureaucrats who regulate your daily life, and lawyers who have to deal with all the others). You will also learn about the principles of and tools for interpreting laws and regulations. Students will do practical exercises on current issues throughout the term to best develop their oral and written advocacy skills.

### **POLSCI 222 Institutions for Social Choice (4 credits)**

The central theme of this course is to examine the liberal conception of democracy as the aggregation of individual preferences. Students will explore and study questions such as: How can a collective (e.g., the electorate, legislature, collegial court, expert panel, or committee) arrive at coherent collective choices or judgments on some issues, on the basis of its members' individual preferences? Who decides whose preferences should be counted? Do voters have the freedom to choose? What methods are used to aggregate preferences? What are the theoretical properties of these methods? How easily can outcomes be manipulated or distorted? Are there widespread election frauds? Answers to these questions are utmost important for any democratic decision-making body. Social choice theory will be used as our theoretical framework for the analysis of combining individual opinions, preferences, interests, or welfares to reach a collective decision.

### **POLSCI 223 Power and Justice in the History of Political Thought (4 credits)**

Political institutions and markets are shaped by conceptions of justice. These conceptions of justice inform the self-understanding of leaders and everyday citizens. They indicate who should control power and resources. They articulate what human beings owe to one another. In this course, you will be introduced to some of the most significant theories of justice articulated in China, the West, and other communities. We will study questions such as the justification and nature of government, the character of political obligation, and the relationship between government and a good human life.

**POLSCI 302 Public Opinion (4 credits)**

Examines nature and role of public opinion from a comparative perspective, providing a broad-based introduction to the dynamics of citizens' social and political attitudes. The goal of the course is to help students arrive at a more comprehensive understanding of forces that shape beliefs, attitudes, and opinions of the public, how those views are publicly expressed, and the influence of those opinions on policy outcomes. While the design, implementation, and analysis of public opinion surveys and election polls will be discussed, the course focuses on the substantive, and not the methodological aspects of public opinion.

**POLSCI 303 International Politics of East Asia (4 credits)**

Course explores the economic, political, and security issues in East Asia. Examines respective theoretical and historical backgrounds of the region (Japan, North Korea, South Korea, Chinese mainland, Hong Kong, Macau, Taiwan, Southeast Asia). Focuses on issues surrounding the region, including globalization, economic interdependence, nuclear proliferation, territorial disputes, and terrorism. Utilization of some international relation theory and methodological tools for more systematic analysis of these issues. Readings will be drawn from international relations theory, political science and history.

**Prerequisite(s):** POLSCI 101

**POLSCI 307 Political Economy of Institutions (4 credits)**

Without paying attention to institutions, one cannot understand why some societies are wealthy and others poor; why some are innovative and others un-creative; or why some are politically stable and others in perpetual turmoil. As such, this course should be of direct interest to students of economic development, economic history, social inequality, and democratization, among other fields of social inquiry. The first half of the course delineates the subject and covers the social mechanisms that govern institutional transformations. Attention is paid to the pace of institutional transformations, latent change, social inertia, political revolutions, and links among beliefs and behaviors. The second half focuses on the social functions of institutions. Again, the emphasis is on pertinent analytical methodologies. The functions studied include: the control of free riding, credible commitment, redistribution, the provision of collective goods, coordination, protection of expectations, generation of common knowledge, governance, rent seeking, and the reduction of transaction costs.

**Prerequisite(s):** POLSCI 104

**POLSCI 308 Global Governance (4 credits)**

This course provides an overview of the evolving architecture, processes and variable outcomes of global governance. Governance, at whatever level of social organization it occurs, refers to the systems of authoritative rules, norms, institutions, and practices by means of which any collectivity, from the local to the global, manages its common affairs. Global governance is generally defined as an instance of governance in the absence of government. There is no government at the global level: the UN General Assembly is not a global parliament, and Secretary-General Ban Ki-moon is not the president of the world. But there is governance, of variable effectiveness. The course is divided into four sections. The first briefly introduces the

subject. The second examines the core elements in the traditional architecture of global governance – its institutional and legal foundation. The third surveys emerging trends in that architecture. The fourth (and longest) section explores the key policy processes performed by/in/through global governance, addressing how and why they differ across different issue areas.

### **POLSCI 309 Networks in a Globalizing World (4 credits)**

Network perspective on understanding politics; focus on aspects of security, peace, and conflict as seen from a global network perspective; focus on major concepts of network analysis: nodes, links, cliques, centrality, as well as the dynamics of the spread of political phenomena through networks. Students will learn to conduct studies of politics that use network concepts and data.

### **POLSCI 310 America in the World (4 credits)**

The United States has been, since at least 1945, the most powerful country on earth. Its foreign relations are thus a matter of interest, not only as part of American history, but as part of global history. This course places American history in a transnational context by examining commercial expansion and covert operations, military alliances and overseas bases, and the spread of American culture and institutions. We will focus primarily on the 20th century and evaluate innovative scholarship that follows American soldiers, spies, artists, athletes, corporations, ideas, and goods beyond the borders of the United States and into the world.

### **POLSCI 312 Islamic Political Thought (4 credits)**

This course aims to introduce students to the Islamic tradition of political thought through the careful study of selected foundational political texts of Islamic civilization. Students will be exposed to the great variety of thinking about politics that has taken place in the Islamic world through close readings and in-depth discussions of specific primary texts, including the Qur'an, the writings of Muslim philosophers, theologians, historians, and literary writers in the Middle Ages. Students will be introduced to such fundamental themes as: politics and religion, the individual and the political order, wisdom and political rule, power and conquest, tradition and modernity. By establishing familiarity with the intellectual background of Muslim societies, this course fosters students' abilities to navigate an increasingly globalized world and to engage with actors from industry, government, and civil society with culturally and religiously diverse backgrounds.

### **POLSCI 313/PSYCH 313 Political Psychology (4 credits)**

Are political ideologies ingrained in our DNA? Why do neurological and physiological processes define our political preferences? Why do we get angry when discussing politics? Can we estimate the causal effect of cultures on individual political behavior? This course introduces you to advanced research topics in political psychology---a discipline that applies rigorous psychological and statistical methods to the analysis of political behavior. First, we will examine the genetic and environmental origins of political beliefs. Second, we will learn how our brain processes political information. Finally, we will explore the dynamic formation of political norms and their expression and change under various political institutions.

**Prerequisite(s):** STATS 101 or Consent of the Instructor

**POLSCI 314/CULANTH 314 Migration, the State, and Refugees (4 credits)**

The refugee is caught between national and international political logics. Each country applies its own calculus for deciding which asylum seekers should be granted the status of refugee, and how refugees should be accommodated or denied access to public goods, rights and residency. This course examines the politics of national responses to record numbers of people seeking asylum, including bureaucracies of (in)validation, xenophobia, the construction of walls and detention centers, international accords, multicultural solidarity, and novel categories of citizenship. Contemporary responses to refugees reveal the interconnectedness of political and structural violence, the limits of humanitarianism and hope for new forms of international cooperation.

**POLSCI 315 American Politics in Comparative Perspective (4 credits)**

This course examines the key actors, institutions, and processes in American politics from an explicitly comparative and rational choice perspective. Topics covered include federalism and the states, the constitution and its interpretation, Congress and its committees, the presidency and bureaucracy, the court system, and voting and elections. For each, America is compared with other advanced industrial democracies, newer democracies, and authoritarian regimes. These comparisons generate insights into what makes America alternately typical and atypical, successful and unsuccessful. Studying American politics from a comparative perspective also sheds light on the effects of reform proposals, suggests new modes of political participation, and informs students about the world's leading exporter of democracy.

**Prerequisite(s):** POLSCI 104

**POLSCI 316 Sino-African relations in History and Present (4 credits)**

This course explores both historical and contemporary linkages between Africa and China in political and macro-economic realm, as well as socio-cultural aspects. This course invites students to see how various interests impact the ways in which 'China-Africa' is framed; and to explore these engagements by sector, by individual African country, and vis-à-vis concerns about racism, labor issues, governance, and China's increasing environmental footprint in Africa. This course aims for students to develop an understanding of not only China's impact on Africa, but also how African actors actively shape their relations with China as well as with other global powers.

**POLSCI 317/ SOSC317 Politics of Organization (4 credits)**

Why do humans organize themselves differently? What are the advantages and disadvantages of different forms of organization? From empires to states to social movements, humans organize themselves to achieve political objectives. This course begins by reviewing major theories of organization to understand key concepts, such as collective action, transaction cost, hierarchy, and authority. We then apply organizational theories and concepts to analyze different kinds of organizations in politics, including states, business firms, and nongovernmental organizations. In

so doing, we will examine to what extent certain organizational features prevail across different political contexts or they must adapt to changing environments.

**POLSCI 318: Philosophy, Politics, and Economics in the History of Ideas (4 credits)**

The complex challenges confronting contemporary citizens and policymakers, including environmental degradation, political unrest, and economic turmoil, cannot be answered adequately using the tools of a single discipline. Philosophy, Politics, and Economics has emerged as an interdisciplinary research program that promises to inform morally serious and empirically informed responses to such issues. This course examines the intellectual roots of such an approach in the works of thinkers such as Adam Smith, David Hume, Karl Marx, and Xunzi.

**POLSCI 398-1 Special Topics in Political Theory (4 credits)**

This course offers an in-depth exploration of specific topics in Political Theory. The topic or theme will vary based on the instructor and curricular needs.

**Prerequisite:** POLSCI 223 or Consent of the Instructor

**POLSCI 398-2 Special Topics in Chinese International Relations**

This course offers an in-depth exploration of specific topics in Chinese International Relations.

The topic or theme will vary based on the instructor and curricular needs.

**Prerequisite:** GCHINA 108 or POLSCI 101 or Consent of the Instructor

## Courses with Course Subject: Psychology (PSYCH)

### **PSYCH 101 Introductory Psychology (4 credits)**

Broad survey of the field of modern psychology. The main goal of this course is to provide students with an introduction to the important topics, theories, research, and applications in psychology.

### **PSYCH 110 Mindfulness, Stress, and Health: Eastern and Western Perspectives (2 credits)**

Mindfulness-based therapies are based in Eastern and Western philosophies, theories, and research. They have been shown to be significantly helpful for stress-related problems, mental health problems, and medical disorders. Mindfulness-based therapies are also revolutionizing the way that psychologists think about and treat human suffering. In this course, we will explore the theories, techniques, and research on mindfulness-based therapies from Eastern and Western traditions. A combination of lecturing, class discussion, and experiential exercises will be used to help students gain a well-developed understanding of this important area of psychological research and practice. Students will also acquire basic skills in how to use mindfulness-based techniques to reduce stress and distress.

### **PSYCH 202 Cognitive Psychology (4 credits)**

Overview of cognitive processes including pattern recognition, concept formation, attention, memory, imagery, mental representation, language, problem solving, and modes of thinking. The basic approach is both empirical (using data collection and analysis) and theoretical (building models using inductive/deductive reasoning). Application of basic laboratory results to cognition in everyday life.

**Prerequisite(s):** PSYCH 101

### **PSYCH 203 Developmental Psychology (4 credits)**

Overview of the cognitive, social, and emotional changes that occur throughout the lifespan, with emphasis on the period from infancy to adolescence. Examines both the empirical evidence and the theoretical models used in understanding human psychological development.

**Prerequisite(s):** PSYCH 101

### **PSYCH 204 Social Psychology (4 credits)**

Effects of social interaction and social processes on a wide range of individual attitudes and behaviors (for example, conformity, leadership, prejudice, aggression, altruism). Emphasis on the logic, reasoning, research designs, and methods by which knowledge is generated.

**Prerequisite(s):** PSYCH 101

### **PSYCH 205 Abnormal Psychology (4 credits)**

This course provides a broad overview of abnormal psychology. Areas of focus include Reviewing different theoretical perspectives for conceptualizing abnormal behavior; Approaches to the diagnosis and assessment of psychopathology; Major classes of psychopathology including how they are defined and treated; Current research, methods, and theories in the field of abnormal psychology.

**Prerequisite(s):** PSYCH 101

### **PSYCH 304 Quantitative Research Methods and Statistics for Psychological Science (4 credits)**

Design of research studies and use of statistical methods to become better consumers, creators, and communicators of psychological research. This course will (1) focus on research methods in psychology, including research design and measurement, ethical issues, and statistical tests for quantitative studies; (2) provide students with hands-on practice with experimental design and programming and data analysis and interpretation. Students will develop the methodological and statistical knowledge and skills to design, program, conduct, and analyze quantitative psychological research that can be applied in their signature work and further studies at DKU and beyond. Includes workshop and lab section.

**Prerequisite(s):** PSYCH 101; and STATS 101 or MATH 206

### **PSYCH 313/POLSCI 313 Political Psychology (4 credits)**

Are political ideologies ingrained in our DNA? Why do neurological and physiological processes define our political preferences? Why do we get angry when discussing politics? Can we estimate the causal effect of cultures on individual political behavior? This course introduces you to advanced research topics in political psychology---a discipline that applies rigorous psychological and statistical methods to the analysis of political behavior. First, we will examine the genetic and environmental origins of political beliefs. Second, we will learn how our brain processes political information. Finally, we will explore the dynamic formation of political norms and their expression and change under various political institutions.

**Prerequisite(s):** STATS 101 or Consent of the Instructor

### **PSYCH 405 Conceptual Issues & Critical Debates in Psychology (4 credits)**

The course will examine some of the main philosophical and scientific ideas that underpin contemporary psychology. This includes a consideration of conceptual and methodological positions underlying different paradigms and research programmes. These issues will be discussed by examining some of the dominant questions/debates at the centre of psychology.

**Prerequisite(s):** PSYCH 101; and a 200-level PSYCH course or NEUROSCI 212

## Courses with Course Subject: Public Policy (PUBPOL)

### PUBPOL 101 Introduction to Policy Analysis (4 credits)

Governments constantly face questions such as: How do we address deforestation? How can we slow down climate change? How can we make food safer? This course teaches a systematic way of dealing with these questions, namely policy analysis. This technique enables students to identify, examine, and evaluate options to implement policy goals. Readings will be a combination of theory and case studies from around the world.

### PUBPOL 106 Urbanizing China: Spatial and Social Dynamics in Chinese Cities (2 credits)

This course investigates the dramatic urban transformation that has taken place in the past 30 years in China. The scale and speed of this transformation means that it has far-reaching consequences for China, Asia, and the world, influencing everything from poverty alleviation to food security. Understanding why and how China has urbanized --- and how China poised to urbanize in the next three decades --- is therefore of critical importance. This course covers various topics related to China's urbanization, including rural-to-urban migration, urban inequality, real estate development and land market, as well as urban governance. Students will learn how to develop annotated bibliography and write a well-reasoned essay about one or more topics related to China's urbanization.

### PUBPOL 110 Introduction to Human Rights (4 credits)

This course introduces students to the field of human rights. The course has two primary purposes: to define and explore the key terms, concepts, foundations and theories of human rights; and examine alternative or competing definitions of rights using a case-based approach.

### PUBPOL 111 Communicating Climate Solutions: Writing for Impact (2 credits)

In this course students will learn about the challenges the world faces in reducing greenhouse gas emissions and explore opportunities for local and national solutions to address climate change. Students will learn how to develop, draft and write opinion blogs and create infographics that make arguments about actions DKU, the city of Kunshan, or Jiangsu province is (or should be) doing to address climate change. In writing opinion blogs, students will develop skills that are applicable to other forms of persuasive writing and presentations at DKU and beyond.

### PUBPOL 201 Climate Change Law and Policy (4 credits)

Climate Change is one of the major challenges facing humanity in the 21<sup>st</sup> century. Climate Change has been described as a “super wicked problem”, which stems from the greenhouse gases emissions produced by virtually all human activities, has no simple solution and yet requires urgent and drastic action to be taken at the global level. In this course, we will examine the range of legal and policy responses to this “wicked problem” which have been proposed by experts, as well as those which have been concretely applied at the international level and different jurisdictions, especially in the United States, the EU, and China, three major emitters of

greenhouse gases. We will look at various studies put forward by academics and think tanks, informed newspaper articles, as well as policy documents and law.

### **PUBPOL 202 Global Disasters: Science and Policy (4 credits)**

In this interdisciplinary course, students will examine the multifaceted aspects of “global” disasters. The first segment of the course will examine the science behind the disasters, discuss the range of meteorologic, hydrologic and geologic factors that cause disasters; explore how societies plan for and/or respond to the immediate and long-term physical, social, emotional and spiritual issues associated with survival; and present case studies of response, recovery and reconstruction efforts. In the second phase of the course, some of the most pressing and rapidly evolving economic calamities will be addressed. In the third segment of the course, the focus will shift to political “disasters” and how natural and/or economic events can destabilize a political system. Students will attend the lecture and labs components of the course and complete on-line quizzes to demonstrate understanding of the material presented. Additionally, they will prepare one research paper on a relevant topic, the results of which will be presented to the class.

### **PUBPOL 204 Governing Cities (4 credits)**

A comparative examination and analysis of urban governance. Examines potential consequences of persistent racial and class disparities for housing and neighborhoods, public health, education, community infrastructure, and general economic and social development. Specific attention to how the physical layout, government structures, politics, culture, and the civil society of cities and urban areas may both promote and hinder human development and social justice.

### **PUBPOL 205 Microeconomic Policy Tools (4 credits)**

Development and application of microeconomic theories of consumer and producer choices in a policy environment. Analytical topics include demand, supply, competitive markets, and efficiency. Applications include externalities and market failures, namely, conditions in which the government can improve efficiency when the market does not generate a satisfactory outcome.

**Prerequisite(s):** PUBPOL 101

**Anti-requisite(s):** ECON 201

### **PUBPOL 209 The Politics of Environmental Crises (2 credits)**

This course helps students understand what happens during and after a disaster in terms of politics and policy. It is structured around five themes: crisis detection; decision-making and coordination; crisis communication; accountability; and learning and policy change. During the course, we will apply each of these themes to case studies of environmental crises, for example oil spills and chemical leaks. Readings will be a combination of theory and case studies from around the world.

### **PUBPOL 211 Globalization and Public Policy (4 credits)**

How the various aspects of globalization affect, and are affected by public policy at the international, national and local levels. Development of an analytic framework for thinking about globalization and its core concepts, major institutions and political dynamics; survey of a range of major policy areas affected by globalization; focus on a policy area of particular interest.

### **PUBPOL 213 Authoritarian Regimes (4 credits)**

Examine the variety of ways in which authoritarian regimes operate. Study the emergence and persistence of authoritarian regimes, the institutions they adopt, leadership change, government/opposition relations, their potential for democratic transition as well as the theories that explain these outcomes.

### **PUBPOL 219/POLSCI 219 The U.S. Legal System: Lawyers, Judges, Lawmakers, & Bureaucrats (4 credits)**

In this course students will learn how the U.S. legal system actually operates: the 3 branches of government (legislators, judges, and agencies), the 3 levels of government (local, state, and federal), and the 4 main actors (judges, lawmakers, bureaucrats who regulate your daily life, and lawyers who have to deal with all the others). You will also learn about the principles of and tools for interpreting laws and regulations. Students will do practical exercises on current issues throughout the term to best develop their oral and written advocacy skills.

### **PUBPOL 220 Introduction to Regulatory Governance (4 credits)**

The course will help you to understand the nature of regulatory governance in complex social environments. We will explore the reasons why governments and others use regulation as a tool to achieve policy goals, and how regulation is implemented and enforced in daily practice. Building on the work of leading regulatory governance scholars, we will explore how their theoretical insights could be applied in practical settings. Throughout the course, we will essentially ask: what can regulatory governance accomplish and what is beyond its reach?

### **PUBPOL 221 Comparative Social Policy (4 credits)**

This course introduces the different approaches in which nations have addressed social issues. The course provides an overview of theories and institutions of social policy in western countries. Students will obtain knowledge of social welfare systems from comparative perspectives, focusing on key social policy areas. Topics include the typology of welfare states, social constructions and politics of social policy, social security, health care, employment policy, housing policy, and family policy. The course also introduces social policy systems in non-western countries, in comparison to the western welfare regimes.

### **PUBPOL 222 Technology Policy and Regulation (4 credits)**

This course examines the challenges and solutions to regulatory policy of modern technologies, such as data analytics (big data), artificial intelligence, cloud computing, biotechnology, and satellites. The course will first examine national and international policy and regulatory approaches to individual technologies. Then, building on this, it will discuss more generally the reasons for regulating technologies, common features of regulation, important actors, and the role of ethics and self-regulation. The interactive work with students will include group discussions, debates, and a mock policy negotiation.

### **PUBPOL 223 / SOCIAL 223 Comparative Educational Systems (4 credits)**

How to change education? Education presents some of the most intractable social problems and policy challenges. This course will explore both bottom-up social dynamics and top-down public policies in education, with an eye out for how they interact with each other. An emphasis will be placed on K-12 education. In this course, we will read major theoretical works and recent empirical research on education, and students will design their own projects related to education. Substantive topics will focus on the social contexts and policy challenges of education, such as school access, parenting, and the roles of technology and private capital.

**Prerequisite(s):** SOSC 102 and PUBPOL 101; or Consent of the Instructor

### **PUBPOL 301 Political Analysis for Public Policy (4 credits)**

How and why do policies come about? What is the role of media, non-governmental organizations, and politicians? Why do some issues attract the attention of policymakers while others do not? What are the obstacles for policy change? Some of the questions will be answered in this course. This course will examine the political aspects of public policy from an explicitly comparative perspective. Public policy making is not a rational, straightforward process, but is heavily shaped by processes, institutions, and actors. During the course, we will identify relevant official and non-official actors, contextual factors, and particular processes, ultimately learning how these shape public policy.

**Prerequisite(s):** PUBPOL 101 or POLSCI 104

### **PUBPOL 303 Policy Choice as Value Conflict (4 credits)**

Public policy should be informed by evidence and facts, but it cannot be determined by them. People disagree about public policy not only because they disagree about empirical matters but also because they hold different understandings of familiar political concepts and assign different weightings to competing political values. This course aims both to illustrate these general propositions and, more importantly, to introduce the tools and techniques with which one can construct and critique reasoned arguments about the political concepts and values that underpin policy choice. Throughout, special attention will go to questions of justice, freedom, democracy, and rights; how these concepts are variously understood; and the trade-offs and dilemmas involved in trying to realize the values associated with them. Readings will be drawn from

political theory and philosophy but also interdisciplinary policy studies, with contributions from economics, political science, and beyond.

**Prerequisite(s):** PUBPOL 101 or PPE 101 or PPE 202

### **PUBPOL 308 Managing the Oceans to Solve Global Problems (4 credits)**

This course highlights the importance of the oceans in addressing central development and environmental problems facing the world, including poverty, hunger, access to energy, climate change, and biodiversity loss. The fundamental role the oceans could play in helping to solve these problems depends on public policies created to manage them. The course will expose students to the important laws and policies that make the resources and services provided by the ocean resilient and sustainable, and explore challenges of protecting corals, regulating fishing and pollution, and helping climate refugees.

### **PUBPOL 311 Economic and Political History of the European Union (4 credits)**

The idea in the wake of WW II of a common Europe is still a long way from fulfilling its intended goals, with numerous challenges remaining. This multi-disciplinary course deciphers the complexities of the EU, predicts its future given its demographic, social and economic makeup, and analyzes the EU's institutions and the way they function. It examines its agricultural and industrial policies as well as investigates its monetary and economic policies. From its original six members to today's twenty-seven, the course addresses the question of the future of the EU, which in spite of multiple differences, has created a unique political and economic model.

### **PUBPOL 312 News as Moral Battleground (4 credits)**

Ethical inquiry into journalism and its effect on public discourse. Issues include accuracy, transparency, conflicts of interest and fairness. Topics include coverage of national security, government secrecy, plagiarism/fabrication, and trade-offs of anonymous sourcing.

### **PUBPOL 315/ECON 315 Economics of the Public Sector (4 credits)**

Applies tools of intermediate microeconomics to the public sector. Develops economic justifications for government intervention into the economy and examines and evaluates various government policies and programs. Provides a solid foundation for applied benefit cost analysis.

**Prerequisite(s):** ECON 201 or PUBPOL 205; SOSC 205 or Consent of the Instructor

### **PUBPOL 316/HIST 316 The Modern Regulatory State (4 credits)**

Much of the policymaking that structures our world emerges not from Congress or the courts, but from regulatory institutions. This course outlines the historical origins and evolution of modern regulatory institutions, focusing on the Western European and North American experience, from the nineteenth century to the present. For our purposes, "regulatory institutions" include not only public agencies, commissions, bureaus, and boards, but many quasi-public and private entities as well. As this course will reveal, these varied institutions have complex relationships with the

businesses, organizations, and individuals whom they hope to regulate, as well as with legislatures, presidential administrations, and the courts. Course readings and discussions will incorporate a wide range of disciplinary perspectives and include a discussion of the recent “revolt” against regulation.

**PUBPOL 317 Plastic Planet: Pollution and Solutions (4 credits)**

Plastic is ubiquitous in our modern lives, but its proliferation is increasingly questioned because of its adverse environmental impacts. This course examines plastic pollution from a politics and policy perspective. It does so by following the life cycle of plastics, from mining resources, refinement and manufacturing to using plastic in our daily lives to disposal. Throughout the life cycle, we will consider policy tools for dealing with the identified issues. The course will have an explicit comparative perspective with case studies from around the world.

**PUBPOL 318 How to Change the World: The Role of Non-State Actors (4 credits)**

Regulation of societal risks was long seen as the province of state administrative institutions, but recent theories and practice challenge this view. A move away from a state-centered approach to governance has created space for non-state actors to assume a myriad of regulatory roles. This course will introduce theories and practices of non-state regulation. Drawing on cases from across the globe, this course will explore the multifaceted roles non-state actors can play in regulatory and governance processes. Cases examining how private individuals, civil society organizations, social entrepreneurs, enterprises, philanthropists and others have tried to change the world will be analyzed.

**Prerequisite(s):** PUBPOL 101 or Consent of the Instructor

**PUBPOL 401 One Health Policy and Practice (4 credits)**

One Health Policy and Practice explores the interconnectedness of human, animal, and environmental health. Students will delve into the principles of One Health, examining how policies and practices can address global health challenges.

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**Courses with Course Subject: Research Independent Study (RINDSTU)**

**RINDSTU 393 Research Independent Study**

Research project mentored by an instructor with related interests and expertise, and the major product of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic.

**Prerequisite(s):** Consent of the Instructor

## Courses with Course Subject: Religious Studies (RELIG)

### **RELIG 102 The Historical Jesus (4 credits)**

Christians around the world worship Jesus of Nazareth, whom they refer to as the Messiah or Christ. But who was this person? With what level of accuracy can we retrace the historical circumstances of his life, preaching, and death? How did this Jewish preacher perceive himself and his mission? What was the message that he preached? And how did his early followers understand that message? This course aims to address these and other questions relating to the historical figure of Jesus in the historical-cultural context of 1st century Palestine.

### **RELIG 106 Religion and Leadership (4 credits)**

Different religions have portrayed leaders in different ways, through stories, exemplars and which attributes of leaders and followers are emphasized or downplayed. Drawing upon a wide variety of resources in religious studies, history, philosophy, psychology, sociology, and cultural studies, this course will examine how a wide variety of religions depict leaders and leadership, highlighting both the differences and the similarities across religions and within religious traditions. The course will also draw upon research on leadership, cultural values, and norms to systematically compare and contrast how religion shapes perceptions of leadership. Applications explored will include religion-based portrayals of gender, race ethnicity, and age in assessing leaders. Also considered will be whether these portrayals make specific religious lenses more or less amenable to leadership development in different contexts (for example where innovation is important or where co-leadership is essential).

### **RELIG 107 Readings in Religious Literature (2 credits)**

This course introduces students to a variety of religious literature and sacred texts from across the world. Students learn how to read and interpret these texts and in this way come to reflect on the nature of religion and its function in human societies. In addition, discussing fundamental theological questions about the nature of existence, the course will also examine the practical ways in which religions shape the embodied lives of religious practitioners across the world.

### **RELIG 108 History of God in Seven Paintings (2 credits)**

What is the literary background of Michelangelo's frescoes on the Sistine Chapel ceiling? What story is evoked in Leonardo da Vinci's masterpiece The Last Supper? Or, changing geographical scenario, why do the angels bow in front of Adam in a common scene depicted in several Persian miniatures? This course will study a variety of narrative themes and motifs derived from the Abrahamic religious tradition, taking as a starting point the visual representations that those themes and motifs inspired. Paintings from the European Renaissance and from the Arabic, Persian, and Turkish miniature production will serve as entry points for the analysis of scriptural passages in the Hebrew Bible, the New Testament, and the Qur'ān.

### **RELIG 201 Confucianism, Daoism, Buddhism (4 credits)**

It is often said that there are three teachings that have defined Chinese society through the ages. Confucianism, Daoism, and Buddhism are traditions that have produced some of the most profound, provoking, and funny ideas and practices in the history of humankind. In this course, we will examine these ideas and practices intellectually and experientially. In doing so, you will not only gain a firm knowledge of some of the most important sources of East-Asian culture, but also a new perspective on your own life.”

### **RELIG 202 Modern Buddhism (4 credits)**

An examination of Buddhism in Asia, Europe, and the United States from the mid-nineteenth century to the present. The course emphasizes how global exchanges resulted in the emergence of Buddhism in the United States and Europe, and the transformation of Buddhism in Asia. The course takes a number of case studies in the transformation of Buddhism including the emergence of humanistic Buddhism in modern China; the American encounter with Japanese Zen; and the relationship between Buddhism and ethnic militarism in Imperial Japan, Sri Lanka and Myanmar. In all cases the course examines how Buddhism transformed in response to the emergence of new global contexts.

### **RELIG 203 / HIST 233 The History of God (4 credits)**

In contrast to the Chinese concept of the “three traditions”, Islamic tradition came to define the overlapping identity of Jewish, Christian and Islamic peoples by the concept of “the people of the book”. This course offers an introduction to the three traditions of Judaism, Christianity and Islam by focusing on the concept of the sacred text as the written revelation of God. Comparisons between the Jewish Torah, Christian gospels and Islamic law, and the practices of scribes, commentators, and textual scholars illuminate the similarities and also differences between the three great monotheistic traditions of the world.

### **RELIG 204 The Problem of Evil (4 credits)**

This course explores the problem of evil for Eastern and Western religious thought and discusses several attempts to confront the reality of evil, to square that with one’s worldview, and to find a way of living with that worldview. This course examines theological, philosophical, psychological, and popular cultural conceptions and responses.

### **RELIG 205 / CULSOC 205 Religion, Power, and Social Change (4 credits)**

Why hasn’t religion disappeared? Many social theorists predicted that the power and influence of religion would fade away during the modernization process, yet religion remains a vital force in contemporary societies around the world. This course provides social scientific and humanities perspectives on religion and society, with an emphasis on the ways in which religion is implicated in issues of power and inequality and the roles religion has played in social change. In doing so, students will consider the impact that religion continues to have on individuals’ lives and local communities as well as society more broadly.

### **RELIG 206 Animism, Shamanism, Indigeneity (4 credits)**

Animism and shamanism are forms of indigenous tradition found across the world. Such religions typically do not have sacred scriptures but transmit their myths, rituals, and ethics orally, from generation to generation. Often, such religions accord sacred status to elements within the natural environment: sacred spirits can be found in animals, trees, and even rocks. This course studies these indigenous traditions, and with them the special figures that represent authority in these religions such as shamans and mediums who mediate between the human world and the spirit world.

### **RELIG 221/LIT 221 Comparing Religions: Texts, Orality, and Myth (4 credits)**

Who are you? What might you become? What is the world and does the world have a purpose? Questions like these lie at the heart of religious traditions around the world, and have inspired and frightened humans since the very beginning of our history. In this course, we will explore some of these traditions by going on a vision quest, a journey for insight. We will encounter ghosts, people who can fly, charismatic healers, and many more weird things. This is a course that might change your life. Welcome to the study of religion.

### **RELIG 302 Chinese Religious and Philosophical Thought on the Environment (4 credits)**

This course explores the ways in which a variety of religious traditions across the world have shaped fundamental conceptions of humanity's place within nature, including the kinds of environmental ethics that arise from these conceptions. The course examines the foundational texts and practices of selected world religions and considers how these texts and practices are being used by contemporary religious leaders to shape religious responses to current ecological challenges, such as environmental pollution, global climate change, and the factory farming of nonhuman animals.

### **RELIG 305 Modern Religion (4 credits)**

This course investigates how religious individuals in their various ways have come to terms with "the modern" and "modernity," heavily debated terms that have generated a multiplicity of approaches. Course content will vary depending on the instructor's specialization. Potential topics for discussion include theoretical discussions of modernity, how modernity relates to "tradition," how religious groups have "modernized" their religious beliefs and practices, and created some "new religions" like Scientology, the Unification Church, or Brahmo Samaj.

## Courses with Course Subject: Social Science (SOSC)

### SOSC 101 Foundational Questions in Social Science (4 credits)

People everywhere ponder and debate fundamental questions: What does it mean to be human? How is society to be ordered? What is a moral life? Our ancestors asked such questions as well: it is likely that those questions lie at the origins of humanity itself. They also provide the foundations for much of the most important research in the social sciences today. This course examines the ways in which social scientists from a diversity of disciplines approach these fundamental questions. Study material for the course will include foundational texts from across the social sciences, as well as cutting-edge research from the present day. This course will not attempt to answer these vast questions, or provide neat solutions for students: rather, we want to excite students about the social sciences and whet their appetites for further study.

### SOSC 102 Introduction to Research Methods (4 credits)

This course provides students with an understanding of research designs and research methods used in the social sciences. Students will learn about the scientific method, research methods and design, measurement, and ethical issues. Topics include quantitative and qualitative approaches, as well as mixed methods.

### SOSC 110 Innovation and Creativity (2 credits)

The overall goal of this course is to develop and enhance the creative potential of the students and assist them to engage in innovation-driven activities through hands-on projects. The design of the course focuses on the core principles of project-based learning, creative thinking, and interdisciplinary collaboration. First, students will gain fundamental knowledge regarding the concepts and processes of creativity and innovation. Second, students will learn various tools to unlock their creativity, improve the flexibility and originality of their ideas, collaborate and contribute to a creative team. And third, students will practice what they have learned via inspiring exercises and projects on both an individual and group level.

### SOSC 204 Business Ethics (4 credits)

Business Ethics is a cross-sectional topic, which examines business models within larger considerations about values and morality. Decisions made by organizations may affect thousands of individuals or entire communities. Business Ethics is relevant to both profit business (corporations in the private sector) as well as non-profit business (NGOs, academia, public institutions). This course focuses on questions about the ethical duties of firms, as well as their executives, employees, and investors. Topics covered would be corporate social responsibility, social impact investing and consumer rights.

### **SOSC 205 Linear Regression: Introduction to Econometrics (4 credits)**

Introduction to the theory and practice of econometrics. Estimation, hypothesis testing and model evaluation in the linear regression model. Observational and experimental methods to identify causal effects including instrumental variable and panel data methods. Lectures are supplemented by labs that use STATA.

**Prerequisite(s):** ECON 101 or SOSC 101; STATS 101

### **SOSC 206 Qualitative Research Methods (4 credits)**

This course covers the theoretical and practical considerations that go into qualitative research design. It introduces different types of qualitative research methods, such as structured in-depth interviews, focus groups, participant observation, content analysis, and case studies. It covers the social scientific principles behind designing qualitative research projects, collecting data, and analyzing it. Ethical issues in qualitative social science research will also be explored. Students will be expected to design and conduct their own qualitative research project. Applications from health, social policy, environmental studies, sociology, and political science are considered.

### **SOSC 302 Research Designs for Causal Inference (4 credits)**

Does FDI in extractive industries increase perceived corruption? Do comprehensive smoke-free policies reduce tobacco consumption? Social scientists seek to answer causal questions like these every day, and this course introduces you to several research designs employed in such pursuits. You'll review the basics of research design, statistical inference, and linear regression before exploring counterfactuals, the potential outcomes framework, and random and as-if random assignment. Then you'll explore the ins and outs of experimental, natural experimental, and quasi-experimental designs using real and synthetic data.

**Prerequisite(s):** STATS 101 and SOSC 102 and SOSC 205

### **SOSC 314 Computational Social Science (4 credits)**

This course explores the inter-disciplinary field of computational social science, drawing from sociology, computer science, and related disciplines. Students will obtain skills to automate collection of social science data from new sources (Twitter, Facebook, Google, etc.), to classify unstructured data into discrete variables and to analyze them using a combination of techniques that includes screen-scraping, natural language processing and machine learning. Complex ethical and legal issues that arise when working with these novel sources of data. Students develop their imagination about new questions that can be asked with these new data sources. Reading and reproducing exemplary studies produced by computational social scientists.

**Prerequisites:** MATH 101 or 105 and STATS 101; or MATH 206; or Consent of the Instructor

### **SOSC 315 Urban Sociology (4 credits)**

Explores how cities and their spatial nature shape social life. Topics include the changing nature of community, the role of built environment in shaping social interactions, social inequality and the structure of cities, political power as driver of who is included and excluded, socio-spatial change over time, and networks within cities.

### **SOSC 317/ POLSCI 317 Politics of Organization (4 credits)**

Why do humans organize themselves differently? What are the advantages and disadvantages of different forms of organization? From empires to states to social movements, humans organize themselves to achieve political objectives. This course begins by reviewing major theories of organization to understand key concepts, such as collective action, transaction cost, hierarchy, and authority. We then apply organizational theories and concepts to analyze different kinds of organizations in politics, including states, business firms, and nongovernmental organizations. In so doing, we will examine to what extent certain organizational features prevail across different political contexts or they must adapt to changing environments.

### **SOSC 320 Panel Data: Advanced Econometric Methods (4 credits)**

This course explores how to extend statistical techniques learned in earlier classes and how to apply them to real-world problems. The course starts with the standard linear model and then explores more generalized models and models that rely on certain assumptions about the underlying data, with a focus on identifying which techniques are appropriate for what kinds of data. We rely heavily on interactive use of R software in applying models to real-world datasets. The class is open to all students but is focused on questions related to social problems - those involving human activity.

**Prerequisites:** STATS 101 and SOSC 205; MATH 206 highly encouraged

### **SOSC 333/ECON 333 Social and Economic Networks (4 credits)**

Individuals are embedded in a network of relationships used to exchange information and favors, access economic opportunities and share risk. The structure of these relationships determine the individual's opportunities and the aggregate outcomes of social and economic systems. The course will discuss the typical properties of network structures (e.g., 6-degrees of separation, clustering, homophily and segregation), how network ties are formed and how agents interact through these ties. Students will learn about a wide range of applications, including the spread of diseases, fashions and political opinion; financial networks; networks in organizations and the labor market; online social networks, etc. Familiarity with quantitative reasoning and calculus is expected, and some degree of familiarity with programming (especially in Python) will be an advantage, though not a prerequisite.

**Prerequisite:** STATS 101

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**SOSC 405 The Future of the City (4 credits)**

Rapid technological change may imply that cities will dramatically change form as new technologies emerge, with important implications for urban design. Self-driving cars, the possibility of three-dimensional transportation networks, telecommuting, urban agriculture, green cities, etc. This course will explore implications of these developments for urban design in light of underlying sociological and economic forces at work.

**Prerequisite:** INFOSCI 302

## Courses with Course Subject: Sociology (SOCIOL)

### **SOCIOL 101 Introduction to Sociology (4 credits)**

This course introduces students to the world of sociology. Sociologists study social relationships, social interactions, and the influence of structural forces upon people. This course offers students a broad survey of sociology, covering a wide variety of sociological themes including the relationship between individual and society, important social institutions in the society, and various social inequalities. Students will acquire knowledge in the main sub-fields in sociology and develop valuable skills, such as critical reading and thinking.

### **SOCIOL 104 Love, Marriage, and Family in Comparative Perspective (4 credits)**

This course explores the process of family transformation in contemporary East Asia and the U.S. from a comparative perspective. It introduces different concepts, theories, and frameworks to explain the slow but noticeable family changes in East Asian societies and some distinct characteristics in the US. It will draw literature from sociology, demography, anthropology, and economics to study love, passion, marriage, cohabitation, mate selection, same-sex couples, and divorce across social contexts.

### **SOCIOL 105 Non-Governmental Organizations in China (4 credits)**

Non-Governmental Organizations (NGOs) are nonprofit associations allowing citizens to independently solve or advocate for social issues. But are NGOs effective? And if so, is there space for NGOs in China? The Chinese government has allowed NGOs to develop, but requires thorough oversight, preventing NGOs from acting independently. In this class we examine three case studies of recent or current Chinese NGOs in the fields of environmental protection, education and public health. We will discuss what areas these NGOs have contributed to Chinese public life, diagnose problems they face and discuss the future of NGOs in Chinese civil society.

### **SOCIOL 202 Sociology of Culture (4 credits)**

The terms “culture” and “cultural” have a wide range of meanings: objects, genres, actions (especially conventional), mental representations, and even complex institutional structures are all part of culture. Many sociologists argue that culture is not its object, rather it is an approach; it is about shared meaning and permeates all of social life. This course will allow students to engage in and contribute to this conversation in an effort to develop their understanding of culture and related changes in social processes over time. This course exposes students to the unique approaches the sociologists take to understanding culture and introduces them to many of the major theorists of culture. By the end of the course, students will have a basic toolkit for understanding society culturally.

### **SOCIOL 206 Reshaping Global Urbanization (4 credits)**

This course provides the student with an extensive understanding of China's powerful role in shaping a new era of global urbanization. Having urbanized at the fastest pace, on the largest scale, and in the shortest time in human history, China has been “building out” transport infrastructure, industrial zones, and municipal facilities into many countries. The course first assesses China’s mode of urban development and its beneficial and problematic consequences. It then examines China’s approach to and experience in urban and infrastructure construction in the Global South. The course concludes on the theoretical and policy implications of “China-shaped” global urbanization.

### **SOCIOL 212 Contemporary Social Problems (4 credits)**

Social problems both reflect and generate social change; this course provides a comparative analysis of the major social problems that have propelled social and cultural dynamics across historical periods, nations, and social groups by gender, race/ethnicity, and social class. The course explores the origins and implications of deviant behavior, social conflict and inequality, human progress and social change. Because studying social problems often involves specialized research methods, this course also investigates issues such as the unique inductive and deductive processes and related analysis methods that have developed in this field.

### **SOCIOL 213 Family, Work, and Inequality (4 credits)**

Family life has undergone significant transformations in both Eastern and Western societies over the past few decades. This course explores these changes from a sociological perspective, examining key issues related to gender, family, work, and inequality. Readings will include both theoretical and empirical studies, covering a range of regions from the U.S. to East Asian societies, with a focus on quantitative analysis. The course will draw from the sociology of family, the sociology of work, and research on work-family conflicts.

### **SOCIOL 223/ PUBPOL 223 Comparative Educational Systems (4 credits)**

How to change education? Education presents some of the most intractable social problems and policy challenges. This course will explore both bottom-up social dynamics and top-down public policies in education, with an eye out for how they interact with each other. An emphasis will be placed on K-12 education. In this course, we will read major theoretical works and recent empirical research on education, and students will design their own projects related to education. Substantive topics will focus on the social contexts and policy challenges of education, such as school access, parenting, and the roles of technology and private capital.

**Prerequisite(s):** SOSC 102 and PUBPOL 101; or Consent of the Instructor

### **SOCIOL 298 Special Topics in Sociology**

This course offers an in-depth exploration of specific topics in one or more subdisciplines of sociology that are not covered in existing sociology courses. The topic or theme will vary based on the instructor and curricular needs.

### **SOCIOL 305 Theory and Society (4 credits)**

This course exposes students to major classical and modern social theorists from the Enlightenment to the present. The course pays particular attention to theories seeking to follow models of the natural sciences and those seeking a more critical and interpretive understanding of modern society. Topics also include examining how sociological theory relates to other modern currents, such as conservatism, socialism, existentialism, anti-colonialism, feminism, post-modernism.

### **SOCIOL 306 Contemporary Population Problems (4 credits)**

Demography is an interdisciplinary field that intersects with sociology, economics, population health, statistics, and mathematics. The population issues, such as aging, population decline, fertility, and migration, also associate with economic development and policy making in different countries. This course will review key population problems in contemporary industrialized and developing societies. The following issues can be discussed in the course: the end of population growth, population aging, mortality in developed and developing countries, migration, and urbanization.

### **SOCIOL 310 Gender and Society (4 credits)**

This course examines the historical and current development of feminist theories and movements both in the Global North and South. It will begin with the first four waves of feminist movements in the West, including particular focus in each wave and representative theories, and shift to a comparative understanding of how feminist movements started and developed over time in the Global South with a post-colonial perspective. The course will include a range of topics including, but not limited to, liberal, radical, Marxist, and digital feminism.

### **SOCIOL 380 History of Environmental Social Movements (4 credits)**

How do environmental movements originate? Why do they struggle or succeed? How do they incorporate environmental concerns with other social issues? This course will examine these questions from a historical perspective, analyzing a range of environmental campaigns and movements from across the globe. We will compare different movements' diverse approaches to leadership and organization, activism and communication, and citizen science and data collection. The course will place special emphasis on the origins of movements for environmental and climate justice. Throughout the course, we will apply sociological theories about social movements while considering both quantitative and qualitative studies of social movements.

## Courses with Course Subject: Spanish (SPANISH)

### **SPANISH 25 Advanced Intermediate Spanish (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Spanish.

### **SPANISH 101 Beginning Spanish 1 (4 credits)**

This beginning level course aims to help students develop the basic Spanish skills for conducting common communication tasks such as talking about self and surroundings both independently and with other speakers. This course will also introduce students to the rich cultures of Spanish-speaking countries in Europe and in Latin America. Another integral component of this course is to guide students to gradually develop their own independent learning strategies for their potential future study of Spanish. The course will be primarily taught in Spanish and students are expected to not only follow the course but also contribute to a collective learning community by sharing their own independent learning materials and projects on a weekly basis.

### **SPANISH 102 Beginning Spanish 2 (4 credits)**

This beginning level course is a continuation of the previous module, 101, and therefore presupposes basic knowledge of Spanish. Students will deepen their knowledge and use of Spanish, in particular, some of the tenses used to talk about the past and the immediate future. They will also learn to talk about daily routines, foods, and hobbies. This course will also introduce some general notions of the cultures of Spanish-speaking countries in Europe and in Latin America. Another goal of the course is to help students develop independent learning strategies for future study of Spanish.

**Prerequisite(s):** SPANISH 101

### **SPANISH 110 Introduction to the World of Spanish (4 credits)**

This course introduces the social and cultural role Spanish plays in the world, distinctive features of the language itself, and well-known Spanish speakers and their works. It addresses questions such as: Who are the speakers of Spanish, and where is Spanish spoken? How has Spanish evolved? What are some distinctive features of Spanish? What similarities/differences are there between different varieties of Spanish, and between Spanish and other languages? In what ways may Spanish be considered a “global language”? What key contributions to literature and film have been made in Spanish? How have Spanish speakers contributed to the world’s political stage?

## Courses with Course Subject: Statistics (STATS)

### **STATS 20 Basic Statistics and Quantitative Literacy (4 credits)**

Credit for Advanced Placement on the basis of the College Board Examination in Statistics (Score of 5).

### **STATS 101 Introduction to Applied Statistical Methods (4 credits)**

This course will introduce students to common statistics used in social science research articles and the media with the goal of making them informed and critical consumers of research results reported by various sources. Students will gain understanding of the conceptual basis and purpose of different statistics, as well as the formulas for deriving them. The relationship of statistical analysis to other components of the research process will be explicated. The course will be taught using team-based learning with an emphasis on the application of new concepts, knowledge, and skills in the classroom. Application activities will include interpreting statistics presented in tables and graphics in research articles and the media, critiquing conclusions drawn from statistics, and using statistical software, such as SPSS or Stata, to conduct statistical tests and generate tables and graphics.

### **STATS 102 Introduction to Data Science (4 credits)**

As an introductory course in data science, this course will show students not only the big picture of data science but also the detailed essential skills of loading, cleaning, manipulating, visualizing, analyzing and interpreting data with hands on programming experience.

**Anti-requisite(s):** COMPSCI 101

### **STATS 201 Introduction to Machine Learning for Social Science (4 credits)**

In almost every field, there is a need to draw inference from or make decisions based on data. The goal of this course is to provide an introduction to machine learning that is approachable to diverse disciplines and empowers students to become proficient in the foundational concepts and tools while working with interdisciplinary real-world data. You will learn to (a) structure a machine learning problem, (b) determine which algorithmic tools are applicable to a given problem, (c) apply those algorithmic tools to diverse, interdisciplinary data examples, (d) evaluate the performance of your solution, and (e) how to accurately interpret and communicate your results. This course is a fast-paced, applied introduction to machine learning that arms you with the basic skills you will need in practice to both conduct analyses and effectively communicate your results.

**Prerequisite(s):** MATH 101 or 105 and STATS 101; or MATH 206

### **STATS 202 Modeling and Predicting (4 credits)**

Across a wide array of settings and problems, models are employed to predict future outcomes. This course develops a conceptual overview, linked to real world cases across a wide range of domains, of the challenges involved in predicting the future. “Reduced form” approaches that

employ data to predict based on past patterns are distinguished from “structural” approaches that allow data to influence parameters in domain-based theoretical models used to simulate counterfactuals. The strengths and weaknesses of each approach will be investigated with an aim of developing key intuitions about how data and domain knowledge shape the ways in which prediction can unfold — and the balance of approaches that is most appropriate depending on the underlying questions asked in different settings. Having previously completed COMPSCI 101 or STATS 102 or INFOSCI 102 is recommended but not required.

**Prerequisite(s):** STATS 101 or MATH 206. **Anti-requisite:** STATS 302/COMPSCI 309, MATH 405

### **STATS 210 Probability, Random Variables and Stochastic Processes (4 credits)**

This course covers probability models, random variables with discrete and continuous distributions, independence, joint distributions, conditional distributions, expectations, functions of random variables, central limit theorem, stochastic processes, random walks, and Markov chains.

**Prerequisite(s):** MATH 206. COMPSCI 201 or COMPSCI 101 or STATS 102 is recommended.

**Anti-requisite:** STATS 211

### **STATS 211 Introduction to Stochastic Processes (4 credits)**

The course begins with a brief overview of sequences and series followed by an introduction to stochastic processes and applications. Several examples of stochastic processes are covered: Markov chains, random walks, branching processes, the Poisson process, and Brownian motion.

**Prerequisite(s):** MATH 206. COMPSCI 201 or COMPSCI 101 or STATS 102 is recommended.

**Anti-requisite:** STATS 210

### **STATS 301 Statistics (4 credits)**

An introduction to the concepts, theory, and application of statistical inference, including the structure of statistical problems, probability modeling, data analysis and statistical computing, and linear regression. Inference from the viewpoint of Bayesian statistics, with some discussion of sampling theory methods and comparative inference. Applications to problems in various fields.

**Prerequisite(s):** MATH 201 and MATH 206

### **STATS 302/COMPSCI 309 Principles of Machine Learning (4 credits)**

This course covers maximum likelihood estimation, linear discriminant analysis, logistic regression, support vector machine, decision tree, linear regression, Bayesian inference, unsupervised learning, and semi-supervised learning. Students are not allowed to take both MATH 405 and STATS 302/COMPSCI 309 because of the content overlap. Students who are planning to major in Data Science should take STATS 302/COMPSCI 309.

**Prerequisite(s):** MATH 201, MATH 202, MATH 206, and COMPSCI 201.

**Anti-requisite:** MATH 405

### **STATS 303 Statistical Machine Learning (4 credits)**

This course covers statistical inference, parametric method, sparsity, nonparametric methods, learning theory, kernel methods, computation algorithms and advanced learning topics.

**Prerequisite(s):** STATS 302/COMPSCI 309 or (MATH 405 and COMPSCI 201); Pre- or co-requisite: STATS 211; MATH 304; MATH 305

### **STATS 304 Bayesian and Modern Statistics (4 credits)**

This course covers Bayesian inference, prior and posterior distributions, multi-level models, model checking and selection, and stochastic simulation by Markov Chain Monte Carlo.

**Prerequisite(s):** STATS 210 or STATS 211

### **STATS 401 Data Acquisition and Visualization (4 credits)**

This course introduces the principles and methodologies for data acquisition and visualization, along with tools and techniques used to clean and process data for visual analysis. It also covers the practical software tools and languages such as Tableau, OpenRefine and Python/Matlab.

**Prerequisite(s):** MATH 206 and COMPSCI 201

### **STATS 402 Interdisciplinary Data Analysis (4 credits)**

This course covers interdisciplinary applications of data analysis for social science, behavioral modeling, health care, financial modeling, advanced manufacturing, etc. Students are expected to solve a number of practical problems by implementing data algorithms with R during their course projects.

**Prerequisite(s):** STATS 302/COMPSCI 309; or MATH 405 and COMPSCI 201

### **STATS 403 Deep Learning (4 credits)**

This course covers neural network, deep belief network, Boltzmann machine, convolutional neural network, recurrent neural network, and deep learning applications for speech, image, video, etc.

**Prerequisite(s):** STATS 302/COMPSCI309; or MATH 405 and COMPSCI 201

### **STATS 404 Probabilistic Graphical Models (4 credits)**

This course covers Bayesian network, Markov random field, Gaussian graphical model, message passing, generalized linear model, expectation-maximization, factor analysis, state space model, conditional random field, variational inference, approximate inference, Dirichlet process, kernel graphical model and spectral algorithm.

**Prerequisite(s):** STATS 303

**Courses with Course Subject: Written and Oral Communication (WOC)****WOC 104 Introduction to University Writing for International Students (2 credits)**

This is an introductory academic writing course designed for international students who attended high schools where English was not the medium of instruction and have not previously studied academic writing in English. It is designed to help equip students with the academic reading & writing skills in English that they need to succeed in their DKU courses. This content-based language course is focused on the topic of language learning motivation. Through academic reading, writing papers, and delivering presentations which explore theories and narratives on language learning, students will become well prepared to meet the academic expectations of their DKU professors. Limited to CSL track students.

**WOC 105 Intercultural Adaptation – Improving Intercultural and Translingual Experiences (2 credits)**

Intercultural Adaptation is a writing course focused on understanding intercultural communication from a theoretical perspective, and on developing intercultural adaptation skills at DKU and beyond. This course will address what intercultural competence is and what contributes to its development, both during study in a new country but also when studying in one's own country surrounded with people from diverse backgrounds. The course will culminate with project presentations or an event to support the community's efforts to develop intercultural skills. This course will also help you develop academic writing skills while learning content relevant making a positive impact on campus life.

**WOC 106 Introducing Suzhou to the World: Oral Communication across Cultural Boundaries (2 credits)**

During an era of rapid globalization and continued uncertainty, the ability to communicate across cultures is imperative to succeeding in diverse settings. This course will take advantage of the scenic city Suzhou to facilitate learning and practicing intercultural communication competence, specifically how to effectively present one culture to audiences from another. This course will be structured around the Design Thinking framework, and the fundamentals of this creative approach will immerse students in dynamic discussions, relevant readings and videos, field trips, and a Suzhou-themed final project.

### **WOC 107 Reading Suzhou Through Literature and History (2 credits)**

This course introduces students to the city of Suzhou, where DKU is located, through its literature, history, and culture. Guided by weekly topics and field trips to historical sites, this course will walk students through the establishment and evolution of the city of Suzhou and its culture beginning in the seventeenth century. We will investigate how late imperial tourism, garden construction, the tradition of “talented women,” chantedable performance, and local foodway interacted with each other, creating both tangible and intangible cultural heritages that are still relevant to this day.

### **WOC 108 Intercultural Communication (2 credits)**

In Intercultural Communication students will learn about their own and others’ cultures through narratives through which cultural members communicate their worldviews, values, and norms. In this course, students will build a solid base of concepts/theories and communication skills that will allow them to engage in diverse cultures competently. Students will also learn how to communicate in a healthy and ethical way in a globalized world today.

### **WOC 110 Should We Care About Endangered Languages (2 credits)**

This course examines the issue of endangered languages, in particular whether or not it is important to be concerned about the decreasing number of languages in the world. Through studying this issue, staking out positions, and making cases for those positions, students will build their ability to present clear and effective arguments in papers and oral presentations.

### **WOC 111 Generative Artificial Intelligence and Writing (2 credits)**

How is Generative Artificial Intelligence (GenAI) changing writing, and why must we understand its impact? What are the pros and cons of using GenAI in writing, and why is it important to use it responsibly? This course delves into these questions and highlights both its benefits and drawbacks. Adopting a content and language integrated learning approach, the course focuses on developing students’ argumentative writing skills while fostering a responsible and ethical understanding of GenAI usage.

### **WOC 112 Writing, Identity, and Social Media in the Digital Age (2 credits)**

In a world where social media platforms serve as stages for self-presentation, how do we craft our identities online? How do digital spaces shape the way we communicate, perform, and perceive ourselves? This course explores how identity is performed, shaped, and negotiated through digital writing. We will analyze how individuals present themselves on social media, examining rhetorical strategies, online communities, and cultural influences. Students will also reflect on their own digital presence, considering how language choice, audience awareness, and platform-specific features affect their self-representation. Through readings, discussions, and writing assignments, students will develop critical thinking, rhetorical analysis, and self-reflection skills.

### **WOC 113 Language, Identity, and Intercultural Communication (2 credits)**

This course will explore the interplay between language, culture, and identity and how these elements shape our interactions in multilingual and multicultural settings. Through reading and discussing case studies, students will address three key questions: (1) what does it mean to integrate into the culture of a new community? (2) what identities might we develop or resist in multicultural and multilingual environments like DKU? (3) how can we improve intercultural communication skills and foster mutual understanding? Students will learn to lead class discussions, summarize and synthesize academic materials, and craft a well-supported response on a certain issue related to language, identity, and culture.

### **WOC 114 Understanding Other Cultures Through Discussion and AI (2 credits)**

This course will explore how to gain a better understanding of other cultures through discussion and use of GenAI tools. Through discussing critical incidents and getting feedback from AI tools, students will build their ability to understand cultural differences from multiple perspectives. Students will also study Geert Hofstede's influential "Dimensions of National Cultures" framework and critically examine the usefulness of this framework as a tool for understanding culture differences. Finally, students will build their oral communication skills by practicing the ability to make brief, clear and concise points in a limited amount of time.

### **WOC 190 Special Topics in Writing (2 credits)**

This is a theme-based writing seminar course through which students strengthen their creative or expository writing skills through exploration of a topic chosen by the instructor. This course is open to all undergraduate students.

### **WOC 201 Academic Writing 1: Argumentation Across Disciplines (2 credits)**

This course aims to help students become better academic writers by exploring how the features of a persuasive argument vary across the sciences, humanities, and social sciences. The course will first explore fundamental features of argumentative writing for a general audience, including organizational structure and language. Fundamentals in mind, the second half of the course explores how these ideas and practices can be adapted for specific academic purposes. The course will seek answers to the following questions: How do the means of persuasion change depending on the audience? How do disciplinary goals shape arguments? How do cultural and language differences influence persuasion in different contexts? How do citation and style conventions differ across disciplinary contexts and why?

**Prerequisite(s):** EAP 102B or equivalent

### **WOC 202 Academic Writing 2: Genre & Structure Across Disciplines (2 credits)**

**Prerequisite(s):** Must complete WOC 201 (Academic Writing 1: Argumentation Across Disciplines) with a grade of B or higher.

### **WOC 205 Writing about Endangered Languages (4 credits)**

Through study of endangered languages, this course will help students improve their ability to research an issue by using library resources in multiple languages, and to write a well-grounded and persuasive course paper in which students make a case for their position on this issue; students will also improve their ability to make their case through a well-informed and persuasive oral presentation. Last but not least, through study of this issue, students will learn more about the role of languages in today's globalizing world.

**Prerequisite(s):** EAP 102B or equivalent or Consent of the Instructor

### **WOC 206 Debating Scenarios for Sustainable Futures (2 credits)**

This course will focus on the fundamentals of argumentation, refutation, and value and impact analysis. Rather than allowing debates to end with a winner, however, students will also explore the importance of reconciliation with consensus-building tasks that generate alternative solutions by considering all stakeholder perspectives and suggesting amicable resolutions to these debates.

**Prerequisite(s):** EAP 101B or equivalent or Consent of the Instructor

### **WOC 207/CHINESE 408 Translation Workshop: The Reflection of Meaning (2 credits)**

This class is a practical introduction to the art of written translation for students with advanced proficiency in both Chinese and English. Its goal is to give students hands-on experience translating a variety of interesting and challenging texts between Chinese and English, thereby honing their skills as readers and writers of both languages while also probing deeper philosophical questions about how translation works.

**Prerequisite(s):** EAP-track students must have completed EAP 102B or have Consent of the Instructor. CSL-track students must have completed or placed out of CHINESE 402B.

### **WOC 208 An Introduction to Language Teaching (2 credits)**

This course introduces the key components of language teaching to students who have an interest in teaching languages and who may wish to engage in language teaching assignments either during or after their DKU studies. Based on the Cambridge English Teaching Framework and using English as the main language of focus, the course is rooted in pedagogical theory focusing on practical knowledge and teaching skills that can be easily applied to the teaching of various languages (i.e., not only teaching English). The primary objective of the course is to build students' awareness of what effective language teaching is and to equip them with the essential skills needed to start teaching.

### **WOC 209 Intercultural Communication and Advertising – Persuasion Across Cultures (2 credits)**

This course explores Hofstede's cultural dimensions and their application to the world of international advertising to help students to develop their academic oral and written English analysis skills. Specifically, students will learn how to construct professional and persuasive oral and written analyses through analyzing multiple international advertising case studies through a critical lens. The course explores how Hofstede's cultural dimensions can help us to understand the rhetorical moves used by the media in the world of advertising, enabling students to apply theory to practice whilst developing critical thinking skills. Academic oral and written English skills will also be developed through creative and engaging assignments.

### **WOC 210/CHINESE 416 Translation Workshop: Adaptation and Transformation (Chinese-English; English-Chinese) (2 credits)**

This class is a hands-on exploration of the art of written translation for students with advanced proficiency in both Chinese and English. Its emphasis is on creative translation and localization—situations where the act of translation must necessarily change the message being translated, and where a “faithful” translation is not possible or desirable. Students will undertake a series of translation challenges, working both into and out of their native languages, collaborating when possible with classmates whose native language is their own second language. This is a bilingual class; discussion will be held in English and in Chinese on alternating days.

**Prerequisite(s):** EAP-track students must have completed EAP 102B or have Consent of the Instructor. CSL-track students must have completed or placed out of CHINESE 402B.

### **WOC 211 Composing Research 1: Developing a Research Proposal (2 credits)**

WOC 211 aims at preparing students for their signature work at DKU and similar projects. This research preparedness course will engage students with writing on the research process and guide them in producing a research proposal on their chosen topics. Students will search for and evaluate relevant literature, store and manage references, frame the research question(s), and determine research approaches. Students will develop their critical thinking, problem-solving, teamwork, and communication skills during the research proposal writing process. These learning modules will help students learn how to engage in academic conversations and contribute to the existing literature.

**Prerequisite(s):** EAP-track students must complete EAP 102B before enrolling.

### **WOC 212 Composing Research 2: Developing a Research Paper (2 credits)**

WOC 212 continues to prepare students for their signature work at DKU and similar projects. This course will guide students in conducting their proposed research and developing a preliminary research paper. Students will do writing assignments in which they analyze data, assess data's validity and reliability, report findings based on research questions, and discuss their findings in light of other relevant studies. Through these writing assignments, students will build a foundation of knowledge on a topic, practice collecting and analyzing data, learn how to answer research questions by reporting their results and discussing their findings, and familiarize themselves with the academic research process.

**Prerequisite(s):** WOC 211 Composing Research 1. Students who have had a research proposal that is ready for implementation but have not taken Composing Research 1 are also welcome to take this course.

### **WOC 213 From Text to World: Editing and Publishing (2 credits)**

In this course students will learn the fundamentals of editing while working together to produce a publication (anthology or journal/magazine issue) that showcases the talents of DKU's student writers. Students will learn how to give more effective feedback, edit for style and content, and consider texts from a potential reader's perspective, while following the journey of a written text from the writer's conception to the editors' curation and finally into print. Each student will undertake an independent writing project upon which they will practice the editing and revision skills we learn in this class. Students are encouraged to contact the instructor in advance to learn about the publication's theme for a given session and to discuss their potential independent project.

**Prerequisite(s):** Sophomore standing or Consent of the Instructor

**WOC 214/CHINESE 414 Reading Chinese Love Stories in Novels and Memoirs (2 credits)**

This course introduces a variety of love stories in Chinese novels and memoirs from the 16th century to the present, supplemented with cultural topics and English research articles to facilitate inter-cultural communication. We will explore how the concept of love has evolved throughout Chinese history, how it contributes to many taboos and innovative solutions in Chinese society, and how its narrative forms, novels and memoirs, help define and deconstruct gender roles and cultural identity. With the class discussions alternating between "Chinese days" and "English days," both international students and Chinese students will get the chance to practice reading and writing in their target languages and conduct final written creative projects (research paper, fanfiction, drama script writing, etc.).

**Prerequisite(s):** EAP-track students must have completed EAP 102B or have Consent of the Instructor; CSL-track students must have completed or placed out of CHINESE 402B.

### **WOC 215/CHINESE 415 Watching Forbidden Love in Chinese Films (2 credits)**

This course introduces a variety of Chinese romance films and related cultural discussion from the last decade of the 20<sup>th</sup> century to the 21<sup>th</sup> century. We will explore how these films present and twist the idea of forbidden love in modern China, how they shape and break contemporary director's and audience's expectations, and how they connect to the development of contemporary Chinese pop culture and media industry. With the class discussion alternating between "Chinese days" and "English days," both international students and Chinese students will get the chance to practice listening and speaking in their target languages and learn to make presentable digital essays using video making tools.

**Prerequisite(s):** EAP-track students must have completed EAP 102B or have Consent of the Instructor; CSL-track students must have completed or placed out of CHINESE 402B.

### **WOC 216 Introduction to Feature Writing and International Reporting (2 credits)**

This course will focus on reporting and writing about societal trends, human interest stories, and cultural changes in China – all through the lens of international affairs. Students will pitch, report, write, and edit two original feature stories about issues and trends at DKU or beyond over the session; their best story will then be revised for website publication. We will also explore how international correspondents provide coverage of global or local issues in a foreign country for a worldwide audience and examine some of the best international reporting from the last 30 years – from "legacy" media outlets like the New York Times, to cutting-edge new media outlets like Buzzfeed.

**Prerequisite(s):** EAP-track students should have successfully completed EAP 102B.

### **WOC 217 Introduction to News Writing (2 credits)**

This course will develop students' abilities to report and write their own original news stories about timely events at DKU or beyond. Students will pitch, report, write, and edit two original news stories over the session; their best story will then be revised for website publication. The course will also focus on ethics and best practices issues in journalism: What are the effects when journalism functions at its best, and "shines a light in the darkness," or provides a "voice to the voiceless" in society? What happens when reporters fabricate, and betray the public trust? We will also examine how to make distinctions among propaganda, publicity & public relations, and actual credible journalism.

**Prerequisite(s):** EAP-track students should have successfully completed EAP 102B.

### **WOC 218 Public Speaking (2 credits)**

In Public Speaking students will learn to understand and interpret public communication processes and practice skills needed for communicating and functioning in a variety of real-life situations. In this course, students will build solid skills that will allow them to organize and express ideas in public settings confidently. Students will also learn how speech is closely tied to self and society.

### **WOC 219/CHINESE 419 Travelling Texts, Moving Images: East Meets West in Film Remakes (2 credits)**

This course is an interdisciplinary study of transnational film remakes as both a cultural phenomenon and a popular cinematic entertainment subgenre. It aims to promote both cross-cultural understanding and intercultural communication through transnational film remakes and their comparative studies. As one of the most frequently consumed cultural products, films are powerfully reflexive of their unique cultural contexts, socio-economic values, aesthetic and moral choices, as well as political and ideological propensities. In this bilingual class, we will develop oral and writing skills to share our understandings of Chinese cinematic history, media culture, and society as seen through the lens of Hollywood's globalized media re-production and explore alternative points of views that can be found in these East-West film remakes and transnational film adaptations.

**Prerequisite(s):** Chinese (EAP-track) students must have completed EAP 102 or have permission from the instructor. International (CSL-track) students must have completed or placed out of CHINESE 402.

### **WOC 221 Investigating Forensic Science: Skills and Techniques for Scientific Writing (2 credits)**

This course will develop learners' scientific writing skills through the fascinating lens of forensic science. It will introduce various forensic science topics, debunk common misconceptions, and explore the roles of forensic scientists. Learners will summarize and critique authentic crime cases; evaluate how forensic science techniques have been applied (un)successfully; write scientific lab reports based on (virtual) forensic science evidence analysis techniques; and follow scientific conventions to write a condensed literature review. Through exposure to key scientific genres, learners will practice producing the particular language, style, and organizational features of scientific writing. A forensic scientist will also give a guest lecture.

### **WOC 222/CHINESE 422 Martial Arts Cinema: Nation, Gender, and Identity (2 credits)**

In this class, students will examine representative martial arts films from different subgenres, historical periods, geopolitical regions, and by auteur directors within the greater perimeters of Cultural China in the past half of a century. Classes are taught in both English and Chinese. Students will develop intercultural oral and written communication skills by sharing their understandings of Chinese martial arts cinema as seen through the lens of politics, history, nationalism, gender, and identity. This class aims to foster a sustainable learning community that continues to develop inter-cultural communication skills and critical thinking abilities both orally and in writing.

**Prerequisite(s):** EAP 102 or CHINESE 402 or consent of instructor.

### **WOC 290 Special Topics in Written and Oral Communication (4 credits)**

This is a theme-based writing seminar course that has an emphasis on cross-cultural inquiry. It provides guided practice in intellectual reading and writing of the sort expected in courses across the academy and in civic and professional life beyond the university. The specific theme of the course will vary according to instructor. This course may be repeated for credit if the course content of the two courses is different.

This course is open to all undergraduate students, but for EAP-track students the prerequisite is EAP 102B. For EAP-track students, this course can be counted toward completion of their 8 EAP credit requirement.

**Prerequisite(s):** EAP 102B or equivalent or Consent of the Instructor.

## Part 11: DKU Academic Calendar Academic Year 2025-2026

**Applicable to Undergraduate and Graduate Programs  
(NOTE: CALENDAR SUBJECT TO CHANGE)**

### Fall 2025

August 8	Friday at 9:00 AM. All new international undergraduate students (Class of 2029) and international first-year graduate students move-in.
August 10	Sunday at 9:00 AM. All new Chinese undergraduate students (Class of 2029) and Chinese first-year graduate students move-in.
August 15	Friday at 9:00 AM. Returning undergraduate and graduate students move-in.
August 18	Monday. Undergraduate and graduate classes begin.
August 21	Thursday. Drop/add ends for first 7-week undergraduate session.
August 28	Thursday. Drop/add ends for 14-week undergraduate session.
August 29	Friday. Drop/add ends for graduate classes.
September 18	Thursday. Last day to withdraw with a W grade of first 7-week classes; Last day to change grading basis of first 7-week classes; Last day to resolve I grade of second seven-week classes in spring 2025.
October 1-8	Wednesday - Wednesday. National Day Holiday and Mid-autumn Festival – <b>No classes</b> .
October 9	Thursday. All classes resume. The Wednesday class meeting schedule is in effect on this day.
October 10	Friday. The Thursday meeting schedule is in effect on this day. First 7-week undergraduate session end.
October 11-12	Saturday-Sunday. Undergraduate reading period.
October 13-16	Monday-Thursday. First 7-week undergraduate session final examinations. Graduate classes continue.
October 20	Monday. Second 7-week undergraduate session begins.
October 23	Thursday. Drop/add ends for second 7-week undergraduate session.
November 6	Thursday. Last day to withdraw with a W grade of 14-week classes.
November 20	Thursday. Graduate classes end (ECE classes continue); Last day to withdraw with a W grade of second 7-week classes; Last day to change grading basis of second 7-week classes; Last day to resolve I grade of first 7-week classes.
November 21-25	Friday-Tuesday. Graduate reading days: ECE classes continue.
November 26-28	Wednesday-Friday. Graduate exams.
November 27	Thursday. ECE classes end.
November 28-December 2	Friday-Tuesday. ECE program reading days.
December 3-5	Wednesday-Friday. ECE program exam period.
December 4	Thursday. The second 7-week undergraduate session ends.
December 5-7	Friday-Sunday. Undergraduate reading period.
December 8-11	Monday-Thursday. Undergraduate final examinations.
December 12	Friday at 13:00 PM. All residence halls close for Winter Break.

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December 12	Friday. Extended requirements for Class of 2029 starts (required for mainland Chinese students and optional for HMT students).
TBD	TBD. Extended requirements for Class of 2029 ends.

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## Spring 2026

January 3	Saturday at 9:00 AM. All residence halls reopen.
January 5	Monday. Undergraduate and graduate classes begin.
January 8	Thursday. Drop/add ends for first 7-week undergraduate session.
January 15	Thursday. Drop/add ends for 14-week undergraduate session.
January 16	Friday. Drop/add ends for graduate classes.
February 5	Thursday. Last day to withdraw with a W grade of first 7-week classes; Last day to change grading basis of first 7-week classes; Last day to resolve I grade of fall 2025 second 7-week classes.
February 13	Friday. The Monday class schedule is in effect on this day.
February 16- 23	Monday-Monday. Spring Festival Holiday– Chinese New Year – <b>No classes</b>
February 24	Tuesday. All classes resume.
February 26	Thursday. First 7-week undergraduate session ends.
February 27-March 1	Friday-Sunday. Undergraduate Reading Days.
March 2-5	Monday-Thursday. First 7-week undergraduate session final examinations. Graduate classes continue.
March 9-13	Monday-Friday. Mini-term week for undergraduate students; Spring recess for graduate programs.
March 16	Monday. Second 7-week undergraduate session begins.
March 19	Thursday. Drop/add ends for second 7-week undergraduate session.
April 2	Thursday. Last day to withdraw with a W grade of 14-week classes.
April 3-5	Friday-Sunday. Qing Ming – Tomb Sweeping Day – <b>No classes</b>
April 16	Thursday. Graduate classes end (ECE classes continue); Last day to withdraw with a W grade of second 7-week classes; Last day to change grading basis for second 7-week classes; Last day for I grade change of spring 2026 first 7-week classes.
April 17-21	Friday-Tuesday. Graduate Reading Days;
April 22-24	Wednesday-Friday. Graduate exams; ECE classes continue.
April 23	Thursday. ECE Classes end.
April 24-26	Friday -Sunday. ECE program reading days.
April 27-29	Monday-Wednesday. ECE program exam period.
May 1-3	Friday-Sunday. International Labor Day Holiday – <b>No classes</b>
May 1-3	Friday-Sunday. Undergraduate Reading Days.
May 4-7	Monday-Thursday. Undergraduate final exam period.
May 15	Friday. Graduate and Undergraduate Commencement.
May 16	Saturday at 13:00. All residence halls close.

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**Summer 2026**

To Be Announced	Military Training for undergraduate freshmen students starts (required for mainland Chinese students and optional for HMT students).
To Be Announced	Military Training ends.
To Be Announced	Summer 7-week session starts (mainland and HMT students only)
To Be Announced	Summer 7-week session ends.
To Be Announced	Summer 7-week exam period.

## Part 12: Useful Contacts

- Chancellor's Office: [chancellorsoffice@dukekunshan.edu.cn](mailto:chancellorsoffice@dukekunshan.edu.cn)
- Registrar's Office: [DKU-registrar@dukekunshan.edu.cn](mailto:DKU-registrar@dukekunshan.edu.cn)
- Office of Academic Services: [ug\\_acadservices@dukekunshan.edu.cn](mailto:ug_acadservices@dukekunshan.edu.cn)
- Office of Global Education: [DKU-globaledu@dukekunshan.edu.cn](mailto:DKU-globaledu@dukekunshan.edu.cn)
- Office of Signature Work: [signaturework@dukekunshan.edu.cn](mailto:signaturework@dukekunshan.edu.cn)
- Office of Undergraduate Advising: [advising@dukekunshan.edu.cn](mailto:advising@dukekunshan.edu.cn)
- Academic Resource Center (ARC): [dku-arc@dukekunshan.edu.cn](mailto:dku-arc@dukekunshan.edu.cn)
- Writing and Language Studio (WLS): [dku\\_wls@dukekunshan.edu.cn](mailto:dku_wls@dukekunshan.edu.cn)
- Library: [dkulibrary@dukekunshan.edu.cn](mailto:dkulibrary@dukekunshan.edu.cn)
- Office of Student Experience: [dku-studentexperience@dukekunshan.edu.cn](mailto:dku-studentexperience@dukekunshan.edu.cn)
- Residence Life: [residencelife@dukekunshan.edu.cn](mailto:residencelife@dukekunshan.edu.cn)
- Chinese Student Services: [DKU-Chinese-student-services@dukekunshan.edu.cn](mailto:DKU-Chinese-student-services@dukekunshan.edu.cn)
- International Student Services: [DKU-ISS@dukekunshan.edu.cn](mailto:DKU-ISS@dukekunshan.edu.cn)
- Student Activities: [activities@dukekunshan.edu.cn](mailto:activities@dukekunshan.edu.cn) (including sports/athletics inquiries)
- Campus Clinic: [campushealth@dukekunshan.edu.cn](mailto:campushealth@dukekunshan.edu.cn)
- DKU Counseling & Wellness Services: [caws@dukekunshan.edu.cn](mailto:caws@dukekunshan.edu.cn)
- DKU Athletics: [sports@dukekunshan.edu.cn](mailto:sports@dukekunshan.edu.cn)
- Career Services: [careerservices@dukekunshan.edu.cn](mailto:careerservices@dukekunshan.edu.cn)
- Undergraduate Admissions:
  - [china-admissions@dukekunshan.edu.cn](mailto:china-admissions@dukekunshan.edu.cn) (Duke Kunshan China Admissions);
  - [Intl-admissions@dukekunshan.edu.cn](mailto:Intl-admissions@dukekunshan.edu.cn) (Duke Kunshan International Admissions)
- Financial Aid:
  - [china-finaid@dukekunshan.edu.cn](mailto:china-finaid@dukekunshan.edu.cn) (Duke Kunshan China Financial Aid);
  - [international-finaid@dukekunshan.edu.cn](mailto:international-finaid@dukekunshan.edu.cn) (Duke Kunshan International Financial Aid)
- Student Finance: [DKU-bursar-ug@dukekunshan.edu.cn](mailto:DKU-bursar-ug@dukekunshan.edu.cn)
- IT: [service-desk@dukekunshan.edu.cn](mailto:service-desk@dukekunshan.edu.cn)
- Operations: [campus-services@dukekunshan.edu.cn](mailto:campus-services@dukekunshan.edu.cn)
- Leave of Absence and Return: [leave\\_of\\_absence\\_and\\_return@dukekunshan.edu.cn](mailto:leave_of_absence_and_return@dukekunshan.edu.cn)