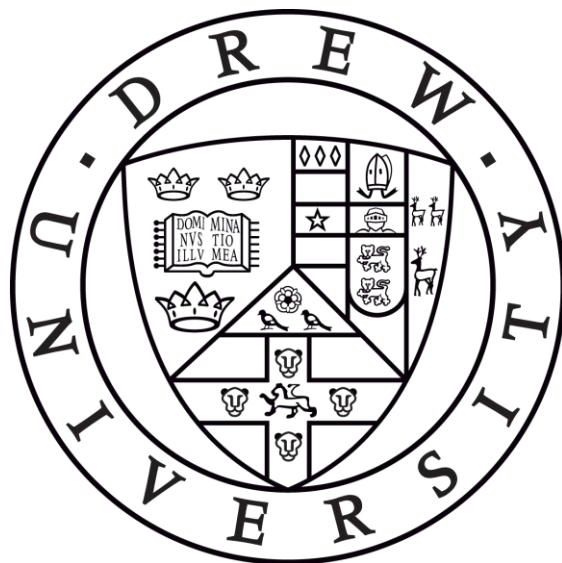


2007-
2009

Caspersen School of Graduate
Studies Archived Catalog



Office of the Registrar
Drew University
2010-2011

Caspersen School Catalog

Welcome to the online catalog for the Caspersen School of Graduate Studies.

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About the School

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Overview

The Caspersen School is devoted to advanced study in the humanities. In particular, it has developed scholarly traditions in English literature, modern history and literature, religion and literature, religion and society, liturgical studies, theological and philosophical studies, historical studies, women's studies, arts and letters, and medical humanities. Its programs leading to the M.A., M.Litt., M.M.H., M.Phil., D.Litt., D.M.H., and Ph.D. degrees are all designed to encourage a high concern for disciplinary interaction. Its faculty and student body represent a wide variety of points of view, a diversity of ethnic and cultural identities, and many different vocational pursuits.

Students who form the highly select student body are most often persons possessed of a strong sense of the value of well-disciplined scholarly pursuit. They are sufficiently secure in their own self-consciousness that they are able to enter into colloquy without feeling intimidated. In research, they are able to employ diverse methods as they are appropriate to distinct academic tasks. They are capable of doing their research without constant direction from others. In general, they are a serious but happy lot who like their work and enjoy the camaraderie of student and faculty life.

Since 1912 graduate study has had a distinguished history at Drew. A significant part of the national and international reputation of the Theological School derived first, in fact, from the lives and work of those who earned degrees at Drew and who later taught in graduate programs. In 1955 the Graduate School was established to take responsibility for graduate studies in religion and in new graduate programs based upon recognized strengths of the College of Liberal Arts and Theological School faculties, and resources of the University Library. In 1999, to honor the generous gift made by Dr. Barbara

Caspersen (G'86, '90) and Finn Caspersen, the school was renamed the Caspersen School of Graduate Studies.

The founding of the Graduate School was seen as a very particular, purposeful blending of a strong commitment to education in the humanities along with a realistic recognition that our resources would enable us to carry on high quality work in a sharply limited number of areas. There are tasks that we do not undertake. What we do offer is cast in an uncompromising dedication to excellence.

Students attend the Caspersen School for many reasons. Some are primarily concerned with their own cultural enrichment. Far more see their work here as preparation for careers in teaching, ministry, public service, human relations, or writing.

Major characteristics of the Caspersen School are its size and style. From the beginning it has determined to remain small. A small number of programs, a small faculty, and a small student body make possible the development of close personal and scholarly ties. Style is not easy to define. The style of the Caspersen School grows out of its patterns of tutorial and seminar instruction, its small classes, the spirit of the Thompson Graduate Commons Room, and the vitality of the Graduate Student Association.

The Caspersen School 's interdisciplinary rather than departmental emphasis appears at every level, formally and informally. While in most graduate programs students concentrate their course work and research in narrow areas of study to develop expertise in highly specialized fields, Drew's goal is to produce broadly educated people who have expertise in a field of thought but who are also articulate in a range of disciplines. Thus, students from one discipline are conversant with students and faculty from other areas.

The Graduate Student Association, with a steering committee composed of representatives from all program areas, schedules events that are socially and intellectually interdisciplinary. Similarly, students are encouraged to cross-register for classes outside of their own areas, and it is not unusual for a student to take a comprehensive examination in a field outside of his or her major field.

Accreditation

The Middle States Association of Colleges and Schools has accorded Drew University full accreditation, and the Theological School is accredited additionally by the Association of Theological Schools in the United States and Canada. All University programs are accredited by the University Senate of the United Methodist Church.

The University is a member of the American Council on Education, the Council of Graduate Schools, the National Association of Schools and Colleges of the United Methodist Church, Association of American Colleges, Middle States Association, National and New Jersey Associations of Independent Colleges and Universities, Council for Advancement and Support of Education, Association of Governing Boards of

Universities and Colleges, Research and Development Council of New Jersey, Phi Beta Kappa, and other regional and national organizations.

The University Library

Library collections and services are housed in a spacious complex that includes the Rose Memorial building and the Learning Center, which also houses the Lena C. Coburn Media Resource Center. Across the courtyard is the national United Methodist Archives and History Center administered by the United Methodist Commission on Archives and History.

The library provides reference assistance, instruction in use of the library, and individual guidance to students. The library employs an open-stack system, which permits users direct access to the collection. An online catalog is accessible to all users of the campus intranet.

The collection includes some 558,000 bound volumes, more than 378,000 microforms, and about 2,700 periodical subscriptions in paper form. The library also provides a wide and growing range of electronic resources including full-text sources and access to more than 10,000 periodical titles by way of electronic database subscriptions. Since 1939, the library has been a selective depository for U.S. government publications and it also collects the official documents of the United Nations and the state of New Jersey. There are over 400,000 documents in the collection.

A substantial reference collection specializes in bibliographies that enable users to tap the library resources of the whole New York-New Jersey region. Periodical holdings-American and international -span numerous subject fields. A special collection of chemistry reference materials and periodicals, for use in conjunction with laboratories and research, is housed in the Hall of Sciences.

The library houses numerous special collections, including the University archives and the Methodist Center. The University archives maintains selective files which document the history of the University and its three schools. An extensive photograph collection provides researchers with historical and current images of the University. The Methodist Center contains one of the largest and most comprehensive collections of Methodist materials in the world and is a rich repository for primary source documents and artifacts on religious and cultural history of England and America in the eighteenth and nineteenth centuries.

Academic Program

The course of study in the Caspersen School includes seminars, lecture courses, tutorial work, special lectures, colloquia, foreign language use, comprehensive examinations

(Ph.D.), and a thesis or dissertation with an oral defense. The student's program is under the joint supervision of an appointed faculty adviser and the dean of the Caspersen School.

As scholars-in-training, students in the Caspersen School are expected to maintain the highest standards of academic honesty and scholarly integrity. Students are strongly advised to consult the statements concerning academic standards and responsibilities set forth in the Regulations of the Caspersen School which are available in the Caspersen School Dean's Office.

Degrees Awarded

The Master of Arts Degree

Course Requirements

Six courses (18 credits) are required for the Master of Arts degree. The normal course load for full-time study is three courses per semester. Up to two courses of master's degree work taken at another institution may be counted toward the course requirements at Drew on recommendation by the area concerned and approval by the Committee on Academic Standing and Curriculum.

All requirements for the M.A. degree must be completed within a period of five years.

Students accepted into an M.A. program on the basis of their general ability, but whose prior preparation in their fields of study is deficient, may be required to complete additional course work preparatory to or beyond the one full year of course work at the master's level normally required.

Language Requirements

One foreign language is required for all M.A. programs.

Thesis and Oral Examination

A thesis demonstrating the ability to organize and creatively interpret material in the major field is required of all M.A. candidates. In all areas, an oral examination over the thesis and the student's program of study as a whole is required. The completed thesis must be deposited with the registrar no later than May 1.

Translation to Ph.D. Candidacy

Students admitted to candidacy for the M.A. degree may petition their area for translation to candidacy for the Ph.D. degree in the same area. However, this translation is neither automatic nor guaranteed. All areas require the petitioner to be considered as a new applicant along with other applicants. Students petitioning for the translation must have

satisfied the M.A. language requirement and demonstrated superior academic ability by at least one semester of full-time course work.

The Terminal Master of Arts (M.A.) from Ph.D. Candidacy

A Terminal Master of Arts degree may be conferred in all areas if, in the judgment of the Committee on Academic Standing, a student's doctoral candidacy is no longer sustainable.

1. The student's area may recommend to the Committee on Academic Standing and Curriculum that the student be given terminal M.A. status.
2. The Committee on Academic Standing and Curriculum may initiate the action itself in consultation with the area and student involved.
3. The student may request the area to recommend the action.
4. The requirements for the terminal M.A. shall be:
 - A. Completion of six courses with a grade point average of 3.0 or better. The thesis tutorial (3 credits) may be included as one of these courses.
 - B. A successful demonstration of a scholar's reading competence in an approved foreign language. This condition may be modified at the discretion of the area and with the approval of the Committee on Academic Standing and Curriculum.
 - C. A thesis of 50-100 pages of scholarly research.
5. Students given terminal M.A. status and/or receiving a terminal M.A. shall not be eligible to apply for admission to a Ph.D. program in the Caspersen School.

The Master of Philosophy Degree

The degree Master of Philosophy (M.Phil.) is awarded, upon application, to candidates for the Doctor of Philosophy degree who have completed all of the degree requirements except those relating directly to the dissertation and have been judged qualified to proceed to the dissertation.

The Master of Philosophy degree is not a distinct degree in course. There is no candidacy for this degree apart from matriculation in the Ph.D. program.

The Master of Letters Degree

See Course Listings.

The Doctor of Letters Degree

See Course Listings.

The Master of Medical Humanities Degree

See Course Listings.

The Doctor of Medical Humanities Degree

See Course Listings.

The Doctor of Philosophy Degree

Residence Requirements

The residence requirement for the Ph.D. degree is defined as at least three years of full-time study of which two or two-and-one-half are normally spent in course work and the third in preparation of the dissertation. During the dissertation year, the student registers for Dissertation Research (course number 999). Students may petition to have work taken at other institutions accepted for advanced standing toward the residence requirements, in accordance with the Regulations of the Caspersen School.

Language Requirements

Two foreign languages are required in all areas except the American religion and culture track in the theological and religious studies area.

Comprehensive Examinations

Resident study in the doctoral program leads to a series of intensive examinations in several aspects of the field of concentration. Areas of examination vary according to the field of study. The examination subjects, chosen by the student in consultation with the faculty adviser, must be submitted, with the endorsement of the area, through the Caspersen School office, for approval by the Committee on Academic Standing and Curriculum well in advance of the anticipated time of writing. Examinations are administered three times during the year - August, January, and April - and are normally taken at the completion of the two years of residence course work.

Prospectus

Although a student may begin informal exploration of possible dissertation subjects at any time, the prospectus is not submitted until the student has completed all the comprehensive examinations. The student must have a constituted dissertation committee before seeking approval of the prospectus.

Dissertation

A dissertation demonstrating the student's ability to perform and creatively interpret advanced research is an essential requirement of the doctorate and ordinarily is done in the third full year of residence. The student should allow at least a year of full-time work for his/her dissertation.

Dissertation Committee

A dissertation committee of three is selected by the student and the professor most likely to be the dissertation chair. If the area approves the committee, it is sent to the dean of the Caspersen School for final approval. The student prepares the prospectus and the dissertation in consultation with the committee.

Final Reading and Oral Examination

The student submits three copies of the dissertation in final form to the administrative assistant, who forwards the copies to the dissertation committee for the final reading. If the three members of the dissertation committee agree that the dissertation is ready for examination, the administrative assistant proceeds to make arrangements for an oral defense. If the committee does not agree that the dissertation is ready for defense, it gives the student directions for changes. For May commencement, the deadline for submission to the committee is the last Friday of April; for October graduation, September 15.

After the oral defense, the committee, by majority vote, judges the dissertation and defense as Pass with distinction, Pass, Pass with major revisions, Fail, or final Fail.

A 350-word abstract of the dissertation is to be submitted in three copies no later than the time of the oral defense.

Degree Conferral Requirements

For the degree to be conferred, the student must 1) submit to the Caspersen School office two copies of the dissertation, which fully comply with the Regulations of the Caspersen School and the "Dissertation Guidelines"; 2) sign the contract with University Microfilms for microfilming the dissertation and including the abstract in Dissertation Abstracts; 3) pay all fees. At the time of this catalog publication, the microfilming charge is \$55; the optional copyright service is \$45.

Time Limits

All requirements for the Ph.D. degree must be completed within a period of seven years.

Student Life

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Overview

Drew's campus offers tranquility and intellectual excitement. Its location in the New York metropolitan area offers almost unlimited intellectual, cultural, and social resources. Formally, students express their interests through the Graduate Student Association, which is chaired by an elected convener and has as representatives members of each major Caspersen School area, plus at-large elected representatives. Additionally, students hold membership on virtually every Caspersen School and many University committees.

The interdisciplinary character of the Caspersen School carries over into the life of the community. Students have common intellectual ground, and proximity enables them to maintain a society of conviviality and mutual interest, which extends to members of the faculty. Caspersen School students in all disciplines know each other socially, with intellectual exchange as the basis of campus life.

The Caspersen School does not offer a highly organized program of social life, but there are planned occasions when students and spouses get together. Separate areas hold parties, colloquia, and discussion forums throughout the year. Because so many Caspersen School faculty and students live either on campus or close by, many occasions for shared meals and discussions happen on a less formal basis at faculty and student homes.

Finally, Caspersen School students are invited to participate fully in the broader life of the University. The Drew calendar annually includes nearly 400 events open to students and the public, including social affairs, concerts, movies, plays, athletic events, chapel services, and lectures.

Lectures, Colloquia, and Seminars

All students are expected to attend Caspersen School lectures and seminars as part of the graduate program.

Lectures

1. Special lectures.
2. University lectures, presented by a member of the University faculty or by visiting faculty.

3. Public lecture series.

Seminars

1. Subjects related to the special lectures listed above.
2. Faculty colloquia, conducted by various members of the Caspersen School faculty and others.
3. Graduate seminars in particular departments.

Public Lectures and Symposia

Each year the Caspersen School sponsors lectures open to the general community on themes of academic interest.

Arlo Ayres Brown Graduate Lectureship. A series endowed in memory of the sixth president of Drew University, who served from 1929 to 1948. A scholar of major renown is invited to deliver lectures that may subsequently be published. Past Brown lecturers include Fr. Owen Carroll, Edmund Pellegrino, Fr. Louis Bouyer, William J. Buckley, Sui Gang, James White, Alan Binkley, and Diane B. Obenchain.

William C. Campbell Colloquium. The Caspersen School sponsors the William C. Campbell Colloquium in Science and Culture. This colloquium was endowed by William C. Campbell, of the Merck Institute for Therapeutic Research, out of his concern to bridge the gap between the sciences and the humanities. Dr. Campbell is a member of the Caspersen School faculty.

Graduate Student Conference. Each year graduate students organize at least one conference for graduate students from across the country. Recent topics have included, "Revenge, Vengeance, and Divine Retribution," "Utopias," "The Inklings," "Eugenics," "Willa Cather's New York," "Shakespeare in Performance," "Ireland and America," and "Book History: The Next Generation."

Abraham Lincoln Symposium. This one-day event is held each February and focuses on topics related to the 16th president of the United States. Recent symposia have had "Lincoln and Washington"; "Lincoln and Women"; and "Lincoln and African-Americans" as subjects.

Visiting Professors. From time to time the Caspersen School faculty are complemented by the presence of visiting professors from various parts of the world. Among those who have served in this capacity are, Christine Kinealy, Ralph Berry, Neil Alexander, James White, Fr. Owen Carroll, Fr. Louis Bouyer, Russell Richey, Jean Miller Schmidt, Steven O'Malley, Tim Macquiban, and Manfred Marquardt.

Campus Housing

Graduate students are housed in several apartment complexes and houses on or bordering the campus.

On-campus housing is available to graduate students at a cost less than that of comparable accommodations in the Madison area.

All apartment and residence hall applications are made to the Housing Office.

Campus housing is reserved for full-time students. The University reserves the right to limit the length of occupancy to five years.

Incoming students receive priority in housing assignments. Married students or single parents are generally assigned to one-bedroom apartments in either Wendel or Tipple Halls. For families with two or more children (families of four or more), some two- and three-bedroom apartments are available. The University cannot guarantee the availability of such accommodations.

Family housing on campus is limited to members of the immediate family only (couples, couples with children, single parents). Relatives of students may stay on campus no more than 72 hours. Campus apartments have bathrooms and kitchenettes; most have a living room and one bedroom; a few have two bedrooms. Please note that all on-campus apartments are unfurnished. Additionally, residents provide their own kitchen utensils, dishes, silverware, rugs, lamps, bed linens, blankets, towels, curtains, and other incidental furnishings.

Single-student housing is furnished with a single bed (35" x 80" mattress), dresser, desk, lighted carrel, and desk chair for each single student. Common areas for these residences are furnished with a dining table and chairs and lounge furniture.

Coin-operated laundry facilities are available in the basements of each apartment building. Water, gas, and electricity are provided by the University. Heavy appliances such as freezers and portable washers and dryers may not be installed.

Occupancy begins on the fall date noted in the Academic Calendar of this catalog and terminates on May 31 for single-student housing and on June 30 for family housing. Apartment rentals are available during the summer to continuing enrolled students who make appropriate arrangements with the Housing Office.

No pets are permitted in any residence hall or apartment.

The University is not responsible for the property of students living in residence halls or apartments or for property placed in the storage rooms of residence halls or apartments.

Recreation

Drew's athletic fields, tennis courts, and indoor recreational and athletic facilities are available for use by all students, faculty, administrators, and staff when the facilities are not otherwise scheduled. This includes the Simon Forum and Athletic Center with its eight-lane swimming pool, six-lane 200-meter indoor track, racquetball courts, free weight and machine-weight exercise rooms, dance studio, performance basketball court, four multisport indoor courts, synthetic-surfaced indoor practice area for field sports, and a forum seating 3,800 for special events.

The center is the premier facility of its kind in northern New Jersey and complements Drew's outdoor stadium with its synthetic playing field and tennis center with eight lighted courts and spectators' gazebo. The campus itself and the Drew forest preserve are ideal places to jog or hike.

Religious Life

Because the Drew community is religiously diverse, religious activities are frequent and varied to meet the needs and interests of the faiths represented on campus. The university chaplain, along with campus ministers and religious advisers, oversee a variety of worship experiences and encourage personal faith development.

Interfaith chapel services offer an opportunity to participate in worship celebrations that bring people of differing perspectives together. The Religious Life Council is an interfaith body that includes students, faculty, and campus ministers from several religious organizations. The council provides an opportunity for people to get to know each other and discuss common concerns.

The following worship, study, service, and fellowship opportunities are available through the chaplain's office: Hillel, the Catholic Student Association, Spirituality and Social Justice Group, Habitat for Humanity, Lutheran Campus Ministry, Muslim Gathering, Quaker Gathering, Pan-African Spirituality Group, Canterbury Club, Inter-Varsity Christian Fellowship, and the Orthodox Christian Fellowship.

Guidance and oversight of religious life on campus is the responsibility of the Office of the University Chaplain. The chaplain seeks to educate through spiritual leadership, community service opportunities, and cooperative work with deans. The chaplain's office is located in the President's House annex.

The University

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Overview

Drew University 's highest priority is academic excellence. With that priority as its mission, Drew has focused on three aspects of learning to promote academic excellence in its students and faculty. Under the leadership of Drew's eleventh president, Robert Weisbuch, the University is devoting itself to maintaining the highest quality of teaching and learning, to the use of technology in gaining access to knowledge and interpreting it, and to an awareness of the global contexts of knowledge. In these areas, Drew seeks to be a national leader.

Drew faculty, administrators, students, staff, and alumni are committed to creating the special conditions that make Drew's mission attainable. They realize that the university must foster a genuine community of learners who challenge and support each other for growth and responsible citizenship. Thus, the university is dedicated to sustaining an on-campus community that is characterized by diversity, respect for differences, and a lively engagement with contemporary issues and concerns.

University History

Established as Drew Theological Seminary in 1867 when classes were first offered, Drew University 's charter from the state of New Jersey dates from February 12, 1868. Born with a pledge of financial support from New York financier Daniel Drew, the seminary was located on a portion of the William Gibbons estate, known then and now as The Forest. The seminary was the first in America to operate entirely on the graduate level.

Drew's first president, John McClintock, took office in 1867 and served until his death in 1870. He was succeeded by Randolph Sinks Foster, a faculty member, who held the position until he was elected Methodist bishop in 1872. Another faculty member, John Fletcher Hurst, assumed the presidency following Foster's departure and served as president until 1880 when he, too, became a bishop and left Drew. His successor was Henry Anson Buttz who served until 1912.

The tenure of Ezra Squier Tipple extended from 1912 to 1929 and was a time of change for the seminary. The most significant was the addition of the College of Liberal Arts, which was endowed by brothers Leonard D. and Arthur J. Baldwin. In recognition of their generous gift, the trustees, on February 7, 1928, changed the name to Drew University. The college building was erected, named Brothers College after the Baldwins, and opened that fall with a first-year class of 12.

Arlo Ayres Brown, who since 1921 had been president of the University of Chattanooga, became Drew's sixth president in 1929. He was inaugurated on October 17, 1929, just days before the collapse of world stock markets and the onset of the Great Depression. The new president proved to be a superb administrator, who was to lead Drew through not only the Depression, but also World War II. In one of the first acts of his presidency, he created a committee to study the Master of Arts and doctoral programs at Drew. The results of its report led eventually to establishment of the Graduate School. During Brown's term the University's enrollment grew, the Rose Memorial Library was completed, and the College became coeducational.

Brown was succeeded in 1948 by the dean of the seminary, Fred Garrigus Holloway, who had come to Drew from Western Maryland College/Westminster Seminary. A minister of the former Methodist Protestant Church, he brought with him a bountiful sense of humor and a thorough knowledge of the Greek New Testament. A devotee of Emily Dickinson, Holloway advanced graduate study in the humanities at Drew. His strong academic leadership led to the foundation of the Graduate School in 1955, under the deanship of Stanley Romaine Hopper.

In 1960, Holloway reluctantly left Drew to be consecrated a bishop in the Methodist Church. The search that followed settled upon Robert Fisher Oxnam, president of Pratt Institute in Brooklyn, N.Y., to be eighth president of the University and the first person not in Holy Orders to occupy the post. During his presidency a revised charter for the University was approved by the New Jersey legislature. Revised bylaws were also adopted. The changes enabled Drew to open trustee nominations and elections to members of any faith, in lieu of the strict Methodist requirements of the past.

Paul Hardin, former president of Southern Methodist University, was appointed the ninth president of Drew in 1975. During his administration, Drew achieved a number of distinctions. A chapter of Phi Beta Kappa was granted to the University in 1980. The William Kenan and the Donald and Winifred Baldwin professorships were added to the University's endowment. In the early 1980s, the campus added the United Methodist Archives and History Center, a new Learning Center, and the Charles A. Dana Research Institute for Scientists Emeriti (RISE), and completed a \$2.2 million renovation of Rose Memorial Library.

In 1984, Drew introduced the Computer Initiative in the College of Liberal Arts and became the first major liberal arts college in the nation to issue computers to new students as part of their regular education package. This program continues and was enhanced in 1987 by the Knowledge Initiative, a voice and telecommunications system installed throughout the campus. The network links every student, faculty, and staff member on campus by computer and phone and through free Internet access to thousands of sites off campus. In 1990, the Graduate School was incorporated in both of these initiatives.

In 1988, in a cooperative project with the U.S. Olympic Foundation, Drew announced the construction of the U.S. Field Hockey Center on its campus. The stadium, which opened

in 1989, is home to Drew's several field sports teams during the academic year and is one of the premier outdoor athletic facilities in the Northeast.

Also in 1988, when Paul Hardin became chancellor of the University of North Carolina, Drew trustees found their 10th president in New Jersey Governor Thomas H. Kean, who was unanimously elected by the board on February 10, 1989. An interim presidency was held by Executive Vice President W. Scott McDonald, Jr., allowing Kean to finish his term as governor, which ended in February 1990.

Kean was inaugurated in April 1990 before 6,000 members of the Drew community and guests from New Jersey and throughout the country. Promising to make Drew "one of the best small liberal arts institutions in America " in his inaugural address, Kean fulfilled that promise during his 15 years at Drew.

Kean worked diligently to improve the University's record of inclusiveness, especially in the area of minority enrollment. To this end, the Thomas H. Kean Fund for minority scholarships at Drew was established in 1990 with a \$1 million challenge grant from the Amelior Foundation and a matching amount contributed by New Jersey business and civic leaders.

During Kean's term as president, Drew's endowment increased to more than \$220 million. More than \$65 million was spent on new buildings and improvements to existing structures, including student residence halls. Kean guided construction of the William E. and Carol G. Simon Forum and Athletic Center, a showcase venue for Drew and the region, which opened in January 1994 and the Dorothy Young Center for the Arts, which opened in the fall of 2003. The music wing of the Dorothy Young Center for the Arts was completed in the fall of 2004.

Robert Weisbuch became Drew's eleventh president in July 2005, replacing Kean, who retired after 15 years as head of the school. Weisbuch was president of the Woodrow Wilson National Foundation for eight years prior to Drew. At Woodrow Wilson, Weisbuch emphasized the Foundation's role in connecting higher education to the social sectors beyond academia and in connecting the levels of education to each other. He believes that Drew is poised to become a national leader in the renaissance of the liberal arts—a private university dedicated to the public good.

For more than a century, friends have been a major source of strength to Drew. In the early years, the facilities of the seminary were expanded through the generosity of John B. Cornell, William Hoyt, Samuel W. Bowne, and others. Generous financial support came from the Wendel family over many years, culminating in 1931 in bequests from Mrs. Rebecca A. D. Wendel Swope and Miss Ella Wendel.

Other notable gifts include the Rose Memorial Library and the Rose Scholarship funds; gifts of Mr. and Mrs. Lenox S. Rose; the Tipple scholarship and fellowship funds from Mrs. Ezra Squier Tipple; the Smith Fund, from Mr. Lloyd W. Smith; and, most notably, the continuing generosity of the families of Arthur and Leonard Baldwin. In 1989,

Helene Stafford bequeathed the bulk of her estate, totaling \$5 million, to Drew in memory of her late husband, Geoffrey, a former professor of Christian history.

The late 1980s also brought gifts of more than \$1 million each, from the estate of Nettie Bowne for the Lena C. Coburn Media Resource Center and a bequest from Elsie Fisher for a number of scholarships. the late William E. and Carol G. Simon, a Drew trustee, gave the University \$2.5 million, thereby making possible the new forum and athletic center that bears their names. Dr. Barbara Caspersen (G'86, '90) and Finn Caspersen provided a \$5 million endowment for the Graduate School, which changed its name to the Caspersen School of Graduate Studies in their honor. Eleanor Haselton Barrett, sister of Trustee Emeritus Philip Haselton, pledged \$5 million to endow a scholarship in the name of their mother, Cynthia Baldwin Haselton. Most recently, Dorothy Young gave \$8.5 million for a new arts center which bears her name.

Admissions Criteria

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Special Notice

It is important to note that the Caspersen School of Graduate Studies is not admitting students for fall 2007 to the Ph.D. programs in English Literature and Modern History & Literature. The faculty and students are actively engaged in a review of our current Ph.D. programs, therefore we have suspended admission to these programs until the review process has been completed. We will continue to admit students to the M.A. programs in English Literature and Modern History & Literature. We in the Caspersen School are excited about this unique opportunity to enhance graduate studies and are enthusiastic about our future and about the future of these programs.

Admission Criteria for M.A., Ph.D.

Application is open to those who hold a Bachelor of Arts degree or its equivalent from an accredited institution, whose previous academic achievement has been high in quality and broad in content, and who can furnish evidence of originality, perseverance, character, maturity, and promise of scholarly and personal leadership. The Caspersen School welcomes applications from all qualified students.

Evaluation of an applicant's qualifications for admission is based upon previous course work and grade point average (determined by official transcript of all previous college and post-baccalaureate study); a brief academic paper, essay, or written report; letters of recommendation (which comment on the critical thinking and writing skills, the research ability, and the general suitability of the applicant for graduate study); and a personal statement (describing the applicant's personal and intellectual interests that have led him/her to the proposed field of study, and what directions those interests will take at Drew). The Graduate Record Examination (GRE) general test is required for all applicants who are U.S. or Canadian citizens and is strongly recommended for all applicants. Scores no older than five years are accepted.

For students whose native language is not English, recent satisfactory Test of English as a Foreign Language (TOEFL) and Test of Written English (TWE) scores must be submitted. Scores no older than two years are accepted. In addition, Drew will administer further testing once a student has arrived on campus, as a diagnostic tool to determine if a student needs additional study in writing, in speaking English, or in academic study skills.

To present a competitive application, a student should have a grade point average of 3.3 or better overall. Students cannot be enrolled simultaneously in more than one school of the University, or in more than one program of the Caspersen School.

Admission Procedures for M.A., Ph.D.

For the fall semester, completed applications must be received by the Office of Graduate Admissions before the Admissions Committee deadline (February 1). Please note that the Caspersen School uses a self-managed application that requires the applicant to gather and send in all required materials. After applications are reviewed by the Committee on Graduate Admissions in each area and the deans, decision letters are mailed in March.

Each admitted student who intends to enroll in the Caspersen School must return a statement of intent to enroll and payment of the enrollment deposit, normally within four weeks after notification of admission.

Upon receipt of a completed application, the Office of Graduate Admissions sends the appropriate financial aid forms. A medical report made within four months preceding enrollment is required also.

To be complete, the following credentials must be submitted to the Office of Graduate Admissions before the deadline (February 1):

1. An application for admission and a nonrefundable application fee of \$45.
2. Official transcripts of all academic study beyond high school level, which should include an indication of rank in class. These must be sent to the Office of Graduate Admissions by institutions at which the work was completed. A final transcript must be furnished before a student is permitted to register for courses. Records submitted in application for admission are not returned.
3. Three letters of recommendation from academic professors or persons familiar with the student's academic ability and with the academic rigors of a graduate degree.
4. A personal statement in which the applicant describes his or her personal and intellectual interests as they relate to the proposed field of study and to vocational aims.
5. An academic writing sample.
6. All students who are U.S. or Canadian citizens must submit GRE general test scores. To present a competitive application, a student should have a minimum score of 500 on both the quantitative and verbal sections and a minimum score of 4 on the analytical writing section. For tests taken before October 2002, a student should have a minimum score of 500 on each of the three test sections.
7. International students whose native language is not English must submit a TOEFL score of at least 585 (paper score) or a minimum of 240 (computer score) and a TWE score of 4.

International Applicants for M.A., Ph.D.

International students are welcome to degree candidacy in the Caspersen School. After admission, proof of all financial resources must be sent, because stringent financial reporting is a prerequisite to the granting of a visa, for an entering student and family.

Applications from international students are reviewed by the Admissions Committee in the same way as those from American students, with the additional consideration of the applicant's ability to use English at the graduate level, and prospects of remunerative appointment (normally in the home country) upon completion of the degree.

International students should not plan on providing for the cost of their education through employment in the United States, other than through campus employment (which has definite limits on amount of time and monies allowable for student employees). The Bureau of Citizenship and Immigration Services (BCIS, formerly known as the INS) assumes that students have sufficient resources to support themselves without off-campus employment. International students must have the specific approval of the BCIS or the International Student Services Office to work off campus. It is the policy of Drew University that all international students in the Caspersen School are brought into the United States under the F-1 or J-1 program. Please note that degree seeking students are not legally allowed to study with tourist visas or F-2 status and will need to change to

F-1 before they can begin study. The choice should be made very carefully, for once the visa type has been chosen, it is extremely difficult to change.

Students whose native language is not English must submit TOEFL and TWE scores with their applications. Except in unusual circumstances, a TOEFL score of 585 or more is required for admission. Following diagnostic testing at Drew admitted students may also be required to take additional English instruction (writing, speaking, study skills) during their initial year of study, if testing at entry indicates significant deficiencies. This instruction is administered through Drew's English for Speakers of Other Languages (ESOL) Program, at additional cost to the student.

Admission Criteria for M.Litt., D.Litt.

The Caspersen School welcomes applications from all qualified students who hold degrees from accredited institutions.

A complete application for either the M.Litt. or the D.Litt. requires:

1. An essay response as outlined in the application packet;
2. A personal statement;
3. The completed application form;
4. A nonrefundable application fee of \$35, check payable to " Drew University ";
5. Official transcripts from all post-secondary institutions.

The Graduate Record Examination (GRE) is not required. However, international applicants whose first language is not English are required to submit TOEFL and TWE scores that are not more than two years old. Please note that an M.Litt. or other recognized master's degree in the humanities is a prerequisite for applying to the Drew D.Litt. program.

Please keep in mind this timeline for admissions:

1. Completed applications are accepted for all three terms (fall, spring and summer);
2. Notification of acceptance is usually sent 2-3 weeks after the complete application is received;
3. All applications must be received at least two weeks prior to the start of the semester for which the student is applying.

Contact the Graduate Admissions Office for term start dates.

Admission Criteria for C.M.H., M.M.H., D.M.H.

The Caspersen School welcomes applications from all qualified students who hold degrees from accredited institutions.

A complete application for the C.M.H., M.M.H., or D.M.H. requires:

1. A personal statement;
2. The completed application form;
3. Two letters of recommendation;
4. A nonrefundable application fee of \$35, check payable to " Drew University ";
5. Official transcripts from all post-secondary institutions.

The Graduate Record Examination (GRE) is not required. However, international applicants whose first language is not English are required to submit TOEFL and TWE scores that are not more than two years old.

Applicants for the C.M.H. must hold a bachelor's degree; however, nurses holding an R.N. may apply for the certificate program.

Please note that an M.M.H. or other recognized master's degree in medicine, in a medically-related field, or in the humanities is a prerequisite for applying to the Drew Doctor of Medical Humanities program.

Please keep in mind this timeline for admissions:

1. Completed applications are accepted for all three terms (fall, spring and summer);
2. Notification of acceptance is usually sent 2-3 weeks after the complete application is received;

3. All applications must be received at least two weeks prior to the start of the semester for which the student is applying.

Contact the Graduate Admissions Office for term start dates.

Caspersen School Catalog - Course Listings

- [Master of Fine Arts in Poetry](#)
- [Master of Arts in Teaching](#)
- [Arts and Letters, M.Litt., D.Litt.](#)
- [Medical Humanities, C.M.H., M.M.H, D.M.H.](#)
- [History & Culture M.A./Ph.D.](#)

Masters In Fine Arts Courses

- [MFA 836 / Craft Seminar & Residency Essay V \(4\) - \(view\)](#)

Student attends all craft lectures & Poetry readings Student turns in a written journal/essay covering specific events during the residency.

- [MFA 837 / Critical Writing and Reading V \(4\) - \(view\)](#)

Student reads approximately 20-25 books, writes a publishable book review, prepares for the senior panel and senior reading.

- [MFA 904 / Residency VI \(Final Residency and Graduation\) \(\) - \(view\)](#)

Student gives a senior panel presentation and a senior reading.

Courses in Poetry

- [MFA 800 / Poetry Workshop I - \(view\)](#)

At the residency the student will attend six poetry workshops. Each workshop will be comprised of 4-5 students and one faculty poet. The student is required to submit 4-5 poems for the Residency Anthology prior to the residency. During each two hour workshop one poem by every student will be discussed by the mentor and by fellow students. The workshop may include writing exercises. Two of the required workshops may include being assigned to the New Work Workshop in which each student will start new work under the guidance and prompting of the faculty.

- [MFA 804 / Craft Seminar & Residency Essay I - \(view\)](#)

It is required that each student attend all the lectures as well as all the readings at the residency. These lectures will be on various topics, such as craft issues, particular poets or movements, and translation. Craft issues are wide ranging and include use of music, meter, rhyme, voice, diction, forms, etc. Shortly after the residency each student will be required to turn in a residency essay. This essay should be an engaged response to three of the lectures, one workshop, and one reading, and should discuss things learned as well as topics the student would like to follow up on.

- [MFA 805 / Poetry Writing I - \(view\)](#)

Student sends approximately 16-20 poems over the course of the semester to mentor for critique.

- [MFA 808 / Critical Writing & Reading I](#) - ([view](#))

During the mentorship semester each student will have a list of 20-25 books to read that will include poetry and essays on poetry. The student will be expected to write two short papers (3-4 pages) for each packet. The student will also respond to the reading in a letter to the mentor included in each packet.

- [MFA 810 / Poetry Workshop II](#) - ([view](#))

At the residency the student will attend six poetry workshops. Each workshop will be comprised of 4-5 students and one faculty poet. The student is required to submit 4-5 poems for the Residency Anthology prior to the residency. During each two hour workshop one poem by every student will be discussed by the mentor and by fellow students. The workshop may include writing exercises. Two of the required workshops may include being assigned to the New Work Workshop in which each student will start new work under the guidance and prompting of the faculty.

- [MFA 814 / Craft Seminar & Residency Essay II](#) - ([view](#))

It is required that each student attend all the lectures as well as all the readings at the residency. These lectures will be on various topics, such as craft issues, particular poets or movements, and translation. Craft issues are wide ranging and include use of music, meter, rhyme, voice, diction, forms, etc. Shortly after the residency each student will be required to turn in a residency essay. This essay should be an engaged response to three of the lectures, one workshop, and one reading, and should discuss things learned as well as topics the student would like to follow up on.

- [MFA 815 / Poetry Writing II](#) - ([view](#))

During the mentorship semester each student will be writing original poems as well as working on revisions of poems. A minimum of 4 poems and 2-3 revisions will be included in every packet sent to the student's mentor.

- [MFA 818 / Critical Writing & Reading II](#) - ([view](#))

During the mentorship semester each student will have a list of 20-25 books to read that will include poetry and essays on poetry. The student will be expected to write two short papers (3-4 pages) for each packet. The student will also respond to the reading in a letter to the mentor included in each packet.

- [MFA 819 / Poetry Workshop III](#) - ([view](#))

At the residency the student will attend six poetry workshops. Each workshop will be comprised of 4-5 students and one faculty poet. The student is required to submit 4-5 poems for the Residency Anthology prior to the residency. During each two hour workshop one poem by every student will be discussed by the mentor and by fellow students. The workshop may include writing exercises. Two of the required workshops may include being assigned to the New Work Workshop in which each student will start new work under the guidance and prompting of the faculty.

- [MFA 822 / Craft Seminar & Residency Essay III](#) - ([view](#))

It is required that each student attend all the lectures as well as all the readings at the residency. These lectures will be on various topics, such as craft issues, particular poets or movements, and translation. Craft issues are wide ranging and include use of music, meter, rhyme, voice, diction, forms, etc. Shortly after the residency each student will be required to turn in a residency essay. This essay should be an engaged response to three of the lectures, one workshop, and one reading, and should discuss things learned as well as topics the student would like to follow up on.

- [MFA 823 / Poetry Writing III](#) - ([view](#))

During the mentorship semester each student will be writing original poems as well as working on revisions of poems. A minimum of 4 poems and 2-3 revisions will be included in every packet sent to the student's mentor.

- [MFA 826 / Critical Writing & Reading III](#) - ([view](#))

During the mentorship semester each student will have a list of 20-25 books to read that will include poetry and essays on poetry. The student will be expected to write two short papers (3-4 pages) for each packet. The student will also respond to the reading in a letter to the mentor included in each packet.

- [MFA 827 / Poetry Workshop IV](#) - ([view](#))

At the residency the student will attend six poetry workshops. Each workshop will be comprised of 4-5 students and one faculty poet. The student is required to submit 4-5 poems for the Residency Anthology prior to the residency. During each two hour workshop one poem by every student will be discussed by the mentor and by fellow students. The workshop may include writing exercises. Two of the required workshops may include being assigned to the New Work Workshop in which each student will start new work under the guidance and prompting of the faculty.

- [MFA 830 / Craft Seminar & Reading IV](#) - ([view](#))

It is required that each student attend all the lectures as well as all the readings at the residency. These lectures will be on various topics, such as craft issues, particular poets or movements, and translation. Craft issues are wide ranging and include use of music, meter, rhyme, voice, diction, forms, etc. Shortly after the residency each student will be required to turn in a residency essay. This essay should be an engaged response to three of the lectures, one workshop, and one reading, and should discuss things learned as well as topics the student would like to follow up on.

- [MFA 831 / Poetry Manuscript](#) - ([view](#))

During the final mentorship semester the student will complete a manuscript of original poems (approximately 48 pages) compiled from the four semesters of work.

- [MFA 834 / Critical Writing & Reading IV](#) - ([view](#))

During the mentorship semester each student will have a list of 20-25 books to read that will include poetry and essays on poetry. The student will be expected to write two short papers (3-4 pages) for each packet. The student will also respond to the reading in a letter to the mentor included in each packet.

- [MFA 900 / Residency V](#) - ([view](#))

Student will give a senior panel presentation and a senior reading.

Courses in Poetry in Translation

- [MFA 801 / Translation Workshop I](#) - ([view](#))

No description is available for this course.

- [MFA 806 / Poetry in Translation I](#) - ([view](#))

No description is available for this course.

- [MFA 811 / Translation Workshop II](#) - ([view](#))

No description is available for this course.

- [MFA 816 / Poetry in Translation II](#) - ([view](#))

No description is available for this course.

- [MFA 820 / Translation Workshop III](#) - ([view](#))

No description is available for this course.

- [MFA 824 / Poetry in Translation III - \(view\)](#)

No description is available for this course.

- [MFA 828 / Translation Workshop IV - \(view\)](#)

No description is available for this course.

- [MFA 832 / Poetry in Translation Manuscript - \(view\)](#)

No description is available for this course.

- [MFA 901 / Residency V Final Residency Poetry in Translation - \(view\)](#)

No description is available for this course.

Courses in Poetry & Poetry in Translation

- [MFA 803 / Poetry & Translation Workshop I - \(view\)](#)

Student attends 4 poetry workshops and 2 translation workshops.

- [MFA 807 / Poetry & Poetry in Translation I - \(view\)](#)

No description is available for this course.

- [MFA 812 / Poetry in Translation Workshop II - \(view\)](#)

No description is available for this course.

- [MFA 817 / Poetry & Poetry in Translation II - \(view\)](#)

No description is available for this course.

- [MFA 821 / Poetry & Translation Workshop III - \(view\)](#)

No description is available for this course.

- [MFA 825 / Poetry & Poetry in Translation III - \(view\)](#)

No description is available for this course.

- [MFA 829 / Poetry & Translation Workshop IV - \(view\)](#)

No description is available for this course.

- [MFA 833 / Poetry Manuscript - \(view\)](#)

No description is available for this course.

- [MFA 835 / Poetry Workshop V - \(view\)](#)

No description is available for this course.

- [MFA 903 / Residency IV \(Final Residency\) Poetry & Poetry in Translation - \(view\)](#)

No description is available for this course.

Masters Arts Teaching Courses

Professional Education Sequence Courses

Required for all MAT Students.

- [MAT 800 / School & Society: American Schooling from its Origins to the Global Era - \(view\)](#)

This course provides students with an overview of the history and philosophy of education in the United States. It investigates key issues such as literacy, diversity and equity, the education of teachers, and school reform from historical and contemporary perspectives. Major educational philosophies are studied as they develop and change in various historical eras. The course also examines how globalization and large scale immigration are affecting schooling and youth.

- [MAT 801 / The Adolescent Learner - \(view\)](#)

This course focuses upon adolescent development from both psychological and cross- cultural perspectives. Major theories of learning and cognition are studied in-depth, with an emphasis upon their application to the adolescent learner. (Fieldwork required in suburban setting)

- [MAT 803 / Integrating Technology in the Content Classroom - \(view\)](#)

This course explores the impact of new information, communication, and media technologies on the global economy. Students learn how to integrate technology into the content area classroom.

- [MAT 804 / Human Diversity - \(view\)](#)

This course focuses upon the socio-cultural context of education in the Global Era. It examines the role of language and culture in identity formation, communication and learning styles. It explores racism, discrimination, and structural factors that contribute to inequality of opportunity. In addition, the course includes: principles and strategies for teaching students from various cultural and ethnic backgrounds, English Language Learners, and methods for working with students' families (Fieldwork required in urban setting)

- [MAT 808 / Instructional Design And Assessment: - \(view\)](#)

This course provides a theoretical orientation to curriculum design and assessment. Students learn to design units aligned to state and national content standards using Grant Wiggins and Jay McTighe's Understanding by Design (UbD) as a framework. Students study current debates in assessment and learn to create and utilize traditional and authentic assessments for both formative and summative purposes.

- [MAT 809 / Methods of Teaching in the Student's Content Area - \(view\)](#)

will be offered in the disciplines of Math, Science, Social Studies, English and World Languages) This course examines the key debates in the respective fields of study and provides students with essential pedagogical content knowledge and strategies. It builds upon the theoretical, philosophical, and cognitive foundations developed in the School and Society and the Adolescent Learner by concretely demonstrating the differences between direct and constructivist approaches and focuses upon lesson plan development. The course is taken in conjunction with a core course in the students' content areas.

- [MAT 810 / Working With Students With Special Needs in the Inclusive Classroom - \(view\)](#)

This course provides students with an understanding of the major types of learning disabilities. They study current special education law and learn how to interpret and institute an IEP. In addition, they learn how to modify curriculum to accommodate students' learning needs as well as to integrate differentiated instruction into the Understanding by Design framework. (Fieldwork in an inclusive setting required)

- [MAT 811 / Content Area Reading: Adolescent Literacy - \(view\)](#)

This course provides a theoretical understanding of adolescent literacy as well as strategies to enhance comprehension and writing in students' specific content areas. Differentiation of instruction for English Language Learners and Students with Special Needs is addressed.

- [MAT 900 / Student Teaching Internship and Seminar](#) - ([view](#))

Students spend a full semester student teaching. They are enrolled concurrently in a student teaching seminar in which they study classroom management theory and practice; learn interviewing strategies and to write resume and cover letters; and complete a professional portfolio.

Content Courses for the Biology MAT track

- [MAT 821 / Topics in Biology](#) - ([view](#))

Topics include: Cellular and Molecular Biology, Virology, Immunology, Molecular Genetics, Animal Behavior, Biology of the Mind and systems of Neurobiology. To be determined.

Elective courses for the Biology MAT track.

- [MAT 831 / Biology of the Mind](#) - ([view](#))

An introduction to the biological basis for the mental processes by which we think, perceive, learn, and remember. General topics include anatomical organization of brain function, how cells in the brain communicate with each other, and the interplay between nature versus nurture in neural development. Does not meet requirements for major or minor in biology. Meets: Four hours of class. Annually.

- [MAT 832 / Systems Neurobiology](#) - ([view](#))

The neurons of the nervous system are organized into systems that can be defined on the basis of function, anatomy or neurochemistry. This course explores the development of these systems, coordination of the activity within each system, and clinical disorders arising from malfunctions. The laboratory uses current neuroanatomical, pharmacological and neurochemical techniques to explore structure and function. Meets: Three hours of class and Three hours of laboratory. Prerequisite: [BIOL 9](#) and [BIOL 22](#) and [CHEM 6](#) and [CHEM 7](#).

- [MAT 834 / Vertebrate Morphogenesis](#) - ([view](#))

Vertebrate anatomy and embryology integrated into a single sequence relating adult morphology to embryological development and adaptation. Stresses basic principles of vertebrate organization, functional considerations of morphology, homologies among vertebrate structures, and evolutionary relations of vertebrate groups. Laboratory work includes comparative studies of various vertebrate types and field trips to the Bronx Zoo and American Museum of Natural History.

Fulfills laboratory requirement for major. Meets: Three hours class, three hours laboratory. Prerequisite: [BIOL 7](#) and [BIOL 9](#).

- [MAT 835 / Immunology](#) - ([view](#))

An introduction to the principles of immunology. Stresses the nature of antigens, antibodies, and antigen-antibody interactions; humoral and cellular immune responses governing antibody production, hypersensitivities, transplantation, tolerance, autoimmunity, and neoplasia. Includes discussions on immunogenetics, immunoregulation, and the concept of immune networks. Meets: Three hours class. Prerequisite: [BIOL 7](#) and [BIOL 9](#) and [BIOL 22](#) and [CHEM 25](#).

Content courses for the Chemistry MAT track.

- [MAT 822 / Laboratory Methods in Chemistry](#) - ([view](#))

This course covers practical and pedagogical topics involved with the preparation and implementation of high school chemistry lab experiments and demonstrations. Through in-lab activities, we will critique, teach and design experiments that expose high school students to the methods (and excitement) of chemistry and engage them in scientific inquiry. Specific topics include the integration of lab activities with the course curriculum, computer interfacing and lab technology, proper lab techniques, preparing for lab activities, safety and environmental considerations and waste disposal, and evaluation of student reports. Prerequisite: Completion of a chemistry or biochemistry major including general and organic chemistry. Summer second session annually.

Elective courses for the Chemistry MAT track.

- [MAT 841 / Physical Chemistry I](#) - ([view](#))

A study of the basic principles of quantum mechanics, atomic spectroscopy, molecular spectroscopy, and structure. Topics include quantum mechanics of translation, vibration, and rotation, application of quantum mechanics to atomic spectra and atomic structure, molecular orbital theory of diatomics and conjugated polyatomics, electronic spectroscopy of diatomics and conjugate systems, vibrational spectroscopy, mass spectroscopy, and elementary nuclear magnetic resonance spectroscopy. Laboratory experiments emphasize the use of the above mentioned spectroscopies in the determination of molecular structure. Meets: Three hours class, three hours laboratory. Prerequisite: [CHEM 26](#) and [MATH 8](#) and [PHYS 12](#).

- [MAT 842 / Intermediate Inorganic Chemistry](#) - ([view](#))

A systematic study of modern inorganic chemistry beginning with the chemistry of the main group elements. Topics include periodic trends and chemical relationships and unusual bonding interactions. Focuses on the chemistry of the transition elements, including stereochemistry and isomerism, bonding (crystal and ligand field theory), magnetic and spectroscopic properties, metal-metal bonds, metal clusters, organometallic and bioinorganic chemistry. Meets: Three hours class. Prerequisite: [CHEM 25](#). Fall semester.

- [MAT 843 / Biochemistry](#) - ([view](#))

A study of the fundamental principles of protein biochemistry with an introduction to metabolism. Topics include chemistry of amino acids, relationship between protein structure and function, enzyme kinetics and mechanisms, regulation of enzymatic activity. The laboratory focuses on the application of biochemical principles to the solving of biological problems in living systems. Laboratory experimental methods include protein and nucleic acid characterization, purification of enzymes, enzyme kinetic measurements, and forensic biochemistry. Meets: Three hours class, three hours laboratory. Prerequisite: [CHEM 26](#). Corequisite: [CHEM 118](#). Fall semester.

- [MAT 844 / Biochemistry Lab](#) - ([view](#))

Basic techniques of experimental biochemistry including spectrophotometric and chromatographic techniques. Projections will include protein quantitation enzyme assay, dipeptide sequencing, characterization of a simple sugar. Meets: Three hours of laboratory. Prerequisite: [MAT 843](#). Same as: [CHEM 118](#).

- [MAT 845 / Special Topics in Environmental Science](#) - ([view](#))

Occasional elective courses interdisciplinary or disciplinary topics related to the environment.

- [MAT 846 / Special Topics in Environmental Studies](#) - ([view](#))

Occasional elective courses on interdisciplinary or disciplinary topics related to the environment. Amount of credit established at time of registration. Prerequisite: Varies with topic; consult course listings, or contact the program dir. To be determined.

- [MAT 847 / Special Topics in Environmental Studies](#) - ([view](#))

Occasional advanced elective courses on interdisciplinary or disciplinary topics related to the environment. May be repeated for credit as topic changes. Course may be repeated.

- [MAT 848 / Modern Physics](#) - ([view](#))

A descriptive and mathematical introduction to topics in contemporary physics. Topics include special relativity, early quantum theory, the Schrodinger equation and its applications, and additional selected topics from general relativity, atomic, nuclear, solid state, and elementary particle physics. Prerequisite: [PHYS 11](#), 12 AND [MATH 8](#). Offered fall semester. Same as: [PHYS 103](#).

- [MAT 849 / Topics in Chemistry](#): - ([view](#))

Topics include: Physical Chemistry II, Advanced Inorganic Chemistry, Advanced Organic Chemistry, Advanced Topics in Inorganic Chemistry. Course may be repeated.

Content courses for the English MAT track.

- [ENGLG 843 / Growing Up Stories: Crossing Borders, Inventing Cul. Def. Sel.](#) - ([view](#))

The course focuses on colonial, transnational, and immigrant Bildungsroman, looking at issues of border crossing, ideas of home, and reconstructions of identity in shifting sites. Reading of narratives and poetry are contextualized and theorized through criticism on Bildungsroman and on literatures of immigration and identity as well as other theoretical texts that look at questions of cultural exchange, the transnational, the postcolonial, and the multicultural.

Elective courses for the English MAT track.

- [ENGLG 840 / British Literature and World War I](#) - ([view](#))

This course explores the impact of World War I on modernist American and British writers. We will be reading 20th-century writers such as Ernest Hemingway, Virginia Woolf, T.S. Eliot, Katherine Mansfield and others. The course seeks to explore such questions as: how did modernist writers find language and literary forms to express the horror of war? How did war impact on issues such as gender and nation? How did World War I contribute to modernist themes such as alienation and changing conceptions of "time" and "reality."

- [ENGLG 844 / Caribbean Literature](#) - ([view](#))

Description Pending.

- [ENGLG 845 / Poetry Crossing Borders](#) - ([view](#))

This course seeks to strengthen teachers strategies for evaluating their own interpretations of poetry and responding to their students interpretations of poems. In addition, the course will introduce current scholarship in transnationalism, working on issues related to translation, reception, and revision as texts and people cross borders. We will look both at poetry from other parts of the world (such as African oral poetry and Korean poetry) and at American poets engagement with poets from other linguistic, cultural, and national traditions. Teachers will have an opportunity to use the Dodge Poetry Festival archives to conduct research and/or build curriculum units. Archival Studies students will be able to work with archival materials as well as learn about, and possibly participate in, the process of constructing the archive.

- [MAT 851 / Topics in English](#): - ([view](#))

Topics include: Holocaust Theatre: Resistance, Response, Remembrance, The Literature of Addictions, The Journey Back to Self. Course may be repeated.

Content courses for the Mathematics MAT track.

- [MAT 823 / High School Mathematics From an Advanced Perspective](#) - ([view](#))

In this course, students revisit high school mathematics from an advanced perspective. Attention is given to theoretical foundations, the interrelatedness of topics, generalizations and abstractions, multiple perspectives (for example, geometric and algebraic; functional and set-theoretical), and the use of technology to explore and demonstrate mathematical ideas.

Elective courses for the Mathematics MAT track.

- [MAT 861 / Introductory Statistics](#) - ([view](#))

Presentation and interpretation of data, frequency distributions, measures of center and dispersion, elementary probability, inference and sampling, regression and correlation; use of a standard statistics software product. Designed for students in the social and biological sciences. Meets: 150 minutes weekly, with an additional 50 minute recitation. Corequisite: MAT 861R. Every semester. Same as: [MATH 3](#).

- [MAT 862 / Discrete Mathematics for Computer Science](#) - ([view](#))

Mathematical topics central to the study of computer science: elementary logic and set theory, modular arithmetic, proof techniques, induction, recurrences,

counting, generating functions, graph theory, matrices, Gaussian elimination.
Meets: Weekly for three 65 minute periods. Fall semester. Same as: MATH 23.

- [MAT 863 / Number Theory](#) - ([view](#))

A mathematical investigation of the integers: prime numbers, unique factorization, congruence, theorems of Fermat and Euler, quadratic reciprocity, Diophantine equations, applications in cryptography and coding theory. Meets: 150 minutes weekly. Prerequisite: C- or better in [MATH 17](#). Same as: MATH 108.

- [MAT 864 / Mathematical Physics](#) - ([view](#))

An introduction to methods used in solving problems in physics and other sciences. Calculus of variations and extremum principles. Orthogonal functions and Sturm-Liouville problems. Fourier series. Series solutions of differential equations. The partial differential equations of physics. Transform and Green's function methods of solution. Nonlinear equations and chaos theory. Prerequisite: [MATH 104](#) and [PHYS 11](#).

- [MAT 865 / Real and Complex Analysis](#) - ([view](#))

Topics include properties of the real and complex number systems, introduction to point set topology, limits of sequences and functions, continuity, differentiation and integration of real and complex functions, and infinite series and uniform convergence. Meets: Weekly for three 65 minute periods. Prerequisite: [MATH 17](#) and [MATH 100](#).

- [MAT 866 / Probability](#) - ([view](#))

The fundamentals of probability theory including discrete and continuous random variables and their distributions, conditional probability and independence, joint probability distributions, expected values, moment generating functions, laws of large numbers, and limit theorems. Special topics selected from random walks, Markov chains, and applications as time permits. Meets: Weekly for three 65 minute periods. Prerequisite: [MATH 17](#) and [MATH 100](#). Same as: [MATH 129](#).

- [MAT 867 / Topics in Mathematics](#): - ([view](#))

Topics include: Foundations of Higher Mathematics, Linear Algebra, and Mathematics seminar. Course may be repeated.

- [MAT 868 / Object Oriented Programming](#) - ([view](#))

Designing, writing, and testing structured computer programs. Decomposing problems; writing function definitions; conditional and iterative control constructs; using class libraries. Problem-solving through programming with classes and vectors; algorithm correctness; recursion. Java will be the language of instruction. Meets: Three times weekly for 65 minutes plus once a week for a 75 minute laboratory. Prerequisite: C- or better in [CSCI 1](#). Same as: [CSCI 2](#).

Content courses for Social Studies MAT track.

- [HC 871 / The Trans-Atlantic Slave Trade & the Making of the Modern World](#) - ([view](#))

This world history course focuses on the global dynamics of the trans-Atlantic slave trade, its impact on world history from the 16th to the 19th century and its repercussions today. The course raises a fundamental question, "What were the origins and dynamics of the trans-Atlantic slave trade and how has it shaped economic, political, religious, gender and racial identities in the modern world?" Through lectures, discussion, journal writing, book reviews and research in primary documents, students study the nature of global interactions between peoples and cultures through several humanities disciplines such as history, literature and religion. The seminar also focuses on the centrality of Christianity as (1) an incentive and rationale for slavery from the 16th to the 18th centuries; (2) the foundation for moral arguments against slavery in the 19th century; and (3) one of the central components behind cultural change and identity formation for over three centuries. The nature of g

Elective courses for the MAT History track.

- [HC 800 / Foundation Seminar](#) - ([view](#))

A basic survey of the history, methods, theory, and philosophy of historiography. Students will be introduced to diverse approaches to historical research and writing, and they will learn how to assimilate and criticize bodies of scholarly literature. Required for all students in the History and Culture program. First semester annually.

- [HC 838 / Northern Ireland: The Rocky Road to Peace](#) - ([view](#))

Following its inception in May 1921, politics within the Northern Ireland state was dominated by sectarianism and religious conflict. In order to maintain Protestant hegemony, the civil rights of the minority Catholic population were eroded, both overtly and covertly. Tensions came to a head in the 1960s, but his course will demonstrate how the seeds of violence were sown much earlier. Key events of the conflict such as Bloody Sunday, internment, the murder of Lord Mountbatten, the hunger strikes, the Enniskillen and Omagh bombings, and the

steps to the Peace Process will be examined. There will be a special focus on various government enquiries and on accusations of police collusion that have accompanied these investigations. The course will make extensive use of primary evidence.

- [HC 873 / Age of Revolutions c. 1688 to 1917](#) - ([view](#))

This course examines the revolutionary continuum that swept the world in the long eighteenth and nineteenth centuries. It begins with Britains "Glorious Revolution" of 1688, examines Americas War of Independence (or was it a "Revolution"?), and continues through the global revolutionary year of 1848 and beyond. Throughout the course, the various revolutions examined will be placed in their wider social, cultural, scientific, and ideological contexts.

- [HC 883 / Knowledge in Motion: Local Science, World Contexts](#) - ([view](#))

This course surveys the history of science from the dawn of agriculture to the present day, seeking to move beyond classic accounts of "the West and the rest" to examine the history of science in the global context and in the process, to challenge our very notions of science itself. Topics to be explored include the history of ancient, Arabic, and medieval European science and mathematics; the "Scientific Revolution" and the new uses of mixed mathematics in astronomy and natural philosophy; and the integration of biological and other field sciences with larger colonialist and nationalist projects. We will broaden our understanding of the contributions of various world cultures to the history of science, and explore the ways in which particular local cultural realities make certain kinds of scientific developments possible. We will pay particular attention to places and practices of knowledge (school, laboratory, field, museum, journal); the relations of science/mathematics and religio

- [HISTG 844 / Great Britain and the World](#) - ([view](#))

In the nineteenth century, one out of every four human beings on earth was a subject of Queen Victoria. With the exception of the United States, no nation in history has ever enjoyed the global power, economic dominance, and international cultural influence once exercised by Great Britain. The world as we know it today was shaped very largely by the British Empire. This course surveys the political, social, economic history of modern Britain and its relationship to the larger world. It will cover the rise and fall of British power, industrial society, parliamentary politics, popular culture, "Victorianism" and "modernity", sexuality, the First and Second World Wars, and postindustrial Britain, among other topics.

- [HISTG 845 / Here, There, and Everywhere: The 1960s as Global History](#) - ([view](#))

No recent decade has been so powerfully transformative in the United States and much of the world as have the 1960s. The era's social movements -- from civil rights, to feminism, youth protest, environmentalism, and nascent conservatism -- dramatically changed the political culture of the developed West. Decolonization struggles, cresting in the 1960s, altered the nature and balance of global power, while, in communist Europe, democracy movements set the stage for full-scale revolutions that ended the Cold War.. So too, no decade has had such an enduring grip on politics, culture, and consciousness. This class explores the 1960s as international history, focusing on global conflicts and protest cultures. Separate units will treat key events, figures, and themes in the United States, Western and Eastern Europe, Latin America, Africa, and Asia, stressing the interconnection between disparate movements and experiences. The course material will range widely to include politics, music, the visual arts, and film.

- [HISTG 846 / Eyes on Amer:Foreign Observers of the American Scene](#) - ([view](#))

Since its first discovery and settlement, the United States has fascinated observers from other lands. They have produced a body of literature ranging from the perceptively analytic, as in the case of Alexis de Tocqueville's *Democracy in America* to the purely imaginative, as in Franz Kafka's novel *Amerika*, to the witheringly satirical, as in the recent film *Borat*. Americans, for their part, have been alternately fascinated, indignant, or nonplussed by the "image in the mirror" these foreign observers offer. Employing works from the seventeenth through the twentieth century, this seminar explores the foreign commentary on America and the American response to this commentary. Seminar objectives include developing an understanding of the broad themes that have informed foreign observations of America, the themes and issues animating the American response, and the historical contexts influencing both the production and reception of these observations. We also consider why some commentaries-Tocqueville's *Democracy* being the prime example-to exert a strong pull on American self image.

- [HISTG 848 / In Search of the Amer.Dream Immigration,Labor,&Culture](#) - ([view](#))

Description Pending.

- [MAT 871 / Topics in History:](#) - ([view](#))

Topics include: The Age of Revolutions, c 1688-1917, Studies in British History: The empire Strikes Back: the struggles for Independence from the British Empire, with special reference to China, India and Ireland, Abe Lincoln: Man, Myth and Memory, 1848: The Springtime of the People. Course may be repeated.

Content courses for the MAT Spanish Track.

- [MAT 824 / Hispanic Humanities Seminar \(Seminario en Humanidades His\)](#) - [\(view\)](#)

An advanced seminar on a topic relating to the language, culture, and/or literature of the Hispanic world. Emphasis on research and critical thinking. Spring Semester. Same as: [SPAN 180](#).

Elective courses for the MAT Spanish track.

- [MAT 881 / Selected Topics in Spanish:](#) - [\(view\)](#)

Topics include :Environmental Representations: Nature, Nation and Self in Spanish America, Linguistics, Intercambios Translanticos: Una Historia cultural de la comida de los siglos 16 al 21, Literature of the Conquest of Latin America, Spanish Grammar in Action.

- [MAT 882 / Literature of the Conquest of Latin America](#) - [\(view\)](#)

A study of the artistic, intellectual, and social aspects that distinguish the various Spanish-speaking groups in the United States. The course surveys Spain's cultural presence in North America from the early 16th century to the mid-19th century through the works of early explorers, oral narratives, and the role of the missions. In addition, the concept of traditional and contemporary borderlands and its geographic and psycholinguistic implications are explored to analyze issues of marginality, bilingual-bicultural issues, and nationalism. Primary emphasis is on contemporary authors and trends. Spring semester. Same as: [SPAN 136](#).

- [MAT 883 / History, Society, Fiction in the Lit.of Mexico & Hisp.Car](#) - [\(view\)](#)

This course studies one of the major contemporary narrative genres in Latin America, the "cuento fantástico," which includes the much popularized notion of magical realism. Same as: SPAN 146.

- [MAT 884 / Spanish Grammar in Action](#) - [\(view\)](#)

No description is available for this course. Same as: SPAN 126.

Arts & Letters Courses

- [ARLET 107 / The Medieval Mind \(3\)](#) - [\(view\)](#)

This course is intended as a sequel to "Dante and his World"; therefore only students who have taken that course or who are very familiar with "The Divine Comedy" should enroll. In addition to an in-depth reading of select cantos of the entire "Commedia", students will read Dante's "minor works," including La Vita

Nuova, Il Convivio, de Vulgari Eloquentia, and de Monarchai. Course may be repeated.

- [ARLET 108 / Studies in European History \(3\)](#) - ([view](#))

Topics vary and are announced at the time of registration.

- [ARLET 114 / The Classics \(3\)](#) - ([view](#))

Topics include: Classical Roots, Modern Revisions: Eclectic Electra; Gods, Great Men, and Little Women; Re-Making Myth: Joyce's Journey. Course may be repeated. Course may be repeated.

- [ARLET 115 / The English Bible \(3\)](#) - ([view](#))

Topics include: the Old Testament; the New Testament and Apocrypha. Course may be repeated.

- [ARLET 118 / Medieval History \(3\)](#) - ([view](#))

Topics include: Magic, Madness, and Mayhem in the Middle . Course may be repeated.

- [ARLET 122 / Topics in Modern Philosophy \(3\)](#) - ([view](#))

Topics include: Education, Equality, and Our Ideals of Justice; Progress Pro and Con: Modernity as a Problem. Course may be repeated.

- [ARLET 130 / Studies in Ancient History and Society \(3\)](#) - ([view](#))

Topics vary and are announced prior to registration. Course may be repeated
Course may be repeated.

- [ARLET 201 / Enduring Social and Political Problems \(3\)](#) - ([view](#))

Topics include: the Search for the Good Community; Creative Breakthroughs in Politics; Protection Against Genocide.

- [ARLET 204 / Studies in Shakespeare \(3\)](#) - ([view](#))

Topics include: Shakespeare's Use of Language; Plays of Intrigue; Clowns, Confusions, Crimes, and Couples: Shakespeare's Comedies and Romances. Course may be repeated.

- [ARLET 205 / THE AGE OF REASON \(3\) - \(view\)](#)

No description is available for this course.

- [ARLET 206 / American History \(3\) - \(view\)](#)

Topics include: Literature of the American Civil War; War Comes Again: The Civil War and WWII; The Great War: Its Impact on Culture and Politics; Political Philosophy and Political Health; Religion and the Prohibition Movement. Course may be repeated. Same as: POSDOC 725.

- [ARLET 207 / Topics in African American History: \(3\) - \(view\)](#)

Topics vary and are announced at registration. Same as: POSDOC 745.

- [ARLET 208 / Topics in American Intellectual History: \(3\) - \(view\)](#)

Topics in American Intellectual history vary with instructor interest and expertise. Course may be repeated.

- [ARLET 210 / Studies in American Political Thought \(3\) - \(view\)](#)

Studies in the thought and the text of modern thinkers. Topics vary and are published prior to registration. Course may be repeated.

- [ARLET 214 / American Culture \(3\) - \(view\)](#)

Topics include: Frederick Olmsted, Central Park, and the Idea of Urban Landscapes in 19th-Century America; Contributions of William and Henry James; No Ordinary Time: America on the Homefront During WWII; Legacies of the Family: Domestic Revolutions in America from Colonial Times to the Present; Ireland and America. Course may be repeated.

- [ARLET 215 / Studies in British History \(3\) - \(view\)](#)

Topics include: Charles Dickens in His Time; John Locke and 18th-Century Literature; The Age of Trollope; Perspectives on Gender, Class, and Race in Victorian England. Course may be repeated.

- [ARLET 218 / European Intellectual History \(3\) - \(view\)](#)

Topics include: Johann Wolfgang von Goethe; Balzac's Human Comedy; St. Petersburg: the Biography of a City; Selected 19th-Century Writers. Course may be repeated.

- [ARLET 220 / Studies in European Literature \(3\)](#) - ([view](#))

Topics include: Humanism and Renaissance in Italy.

- [ARLET 225 / History of Rhetoric \(3\)](#) - ([view](#))

Rhetoric, most typically defined as "the art of persuasion," has had a variety of descriptions based on the describer and his or her historical context. This class will study the changing definitions of rhetoric from 5th-century B.C. Greece to contemporary American culture and why those changes took place. Students will also be asked to analyze rhetoric's relation to politics, religion, law and cultural identity from antiquity to the present day.

- [ARLET 230 / Vatican Councils I & II \(3\)](#) - ([view](#))

This course seeks to understand the Council's decrees in context: first, in relation to its predecessor to which it was integrally related, historically and otherwise; second, by considering the philosophical, theological, cultural, historical, political and social influences which brought about the convocation of both councils and the final documents. Students are guided through original texts and assisted in evaluating how the teachings of these councils have been "received" within the Catholic Church, and how they have in turn had an impact on ecumenical, interreligious and political affairs.

- [ARLET 231 / The Shakespeare Theatre of New Jersey \(3\)](#) - ([view](#))

In this course, students first read, then see, the plays being presented by The Shakespeare Theatre of New Jersey in their theatre on the Drew University campus.

- [ARLET 232 / Topics in Archival Research \(3\)](#) - ([view](#))

Topics include: The Irish Immigrant Experience. Course may be repeated.

- [ARLET 233 / Archives: History and Methods \(3\)](#) - ([view](#))

A study of the theory and practice of religious archives, arranging, describing, evaluating, and using primary source documents in the collections of the United Methodist Archives and History Center. Focuses on preservation, micrographics, scholarly editing, and oral history. Guest lecturers. Each student develops a project based on a collection in the Archives. Signature of instructor required for registration. Same as: CHIST 735.

- [ARLET 234 / Studies in Irish History and Literature \(3\)](#) - ([view](#))

This course will trace the way in which the history and culture of Ireland have been represented in visual images from 1800 to the present day. The main representations will be films, photographs, cartoons and wall murals. The course will examine how these images have been used to reinforce nationalist and unionist, Catholic and Protestant caricatures, both within Ireland and elsewhere. It will also explore the emergence of cultural stereotyping, which has ranged from affectionate views of "paddy" (drunk, stupid, but loveable) to more sinister ones (dangerous, furtive, violent). Other visual stereotypes will also be examined, such as images of 'the west' (spiritual, mystical, unspoilt) compared with images of 'the north' (dark, unknown, threatening). Be prepared to challenge these and other stereotypes. Course may be repeated.

- [ARLET 240 / Studies in Church History \(3\)](#) - ([view](#))

Topics vary and are announced prior to registration. Course may be repeated.

- [ARLET 245 / Topics in Economics: History of Economic Thought \(3\)](#) - ([view](#))

Courses examine different aspects of the field of Economics.

- [ARLET 301 / Contemporary Studies in the Humanities \(3\)](#) - ([view](#))

Topics include: The Literary Response to HIV/AIDS; Modernist Literature; Humanity vs. Nature; Contemporary Poetry; Contemporary American Fiction; Living After Attack; The Importance of Being Witty. Course may be repeated. Course may be repeated. Same as: POSDOC 750.

- [ARLET 304 / Studies in American Literature \(3\)](#) - ([view](#))

Topics include: The Yearning for Paradise; Images of the Garden in American Literature; American Gothic Fiction; Washington Irving and Henry Wadsworth Longfellow; American Inheritors of Ralph Waldo Emerson. Course may be repeated.

- [ARLET 306 / Images of the Future \(3\)](#) - ([view](#))

Topics include: The Image of the City. Course may be repeated.

- [ARLET 310 / 20th-Century British Literature \(3\)](#) - ([view](#))

Topics include: Charles Williams; C.S. Lewis Course may be repeated.

- [ARLET 313 / Psychopathology and Contemporary Life \(3\)](#) - ([view](#))

This course focuses on mastering the "Sea of Storms" -- on the moon or in ourselves. Course may be repeated.

- [ARLET 314 / Contemporary Uses of Mythology \(3\)](#) - ([view](#))

Topics include: Journey Back to Self; Tools of the Titans: Psychodynamic Myths. Course may be repeated. Course may be repeated.

- [ARLET 318 / British Women Novelists \(3\)](#) - ([view](#))

Topics include: Jane Austen; The Brontë Sisters: Charlotte, Emily, and Anne. Course may be repeated.

- [ARLET 319 / Topics in Literature: \(3\)](#) - ([view](#))

Selected Topics in Literature that vary by genre, figure, and focus from year to year.

- [ARLET 320 / LITERATURE AND MEDICINE \(3\)](#) - ([view](#))

No description is available for this course.

- [ARLET 321 / Studies in British Literature \(3\)](#) - ([view](#))

The modernist period in literature was one which concerned itself with the problem of knowledge. In the late nineteenth and early twentieth centuries, the certainty of the Victorian sages gave way to a questioning of certain systems of faith (religion, science, nationalism, imperialism, etc.) that had not only been accepted as truth, but were also crucial to the construct of British modernity. Reading a handful of novelists who have become (to some extent) definitive of British modernism, this course seeks to identify specific preoccupations of the period and how those preoccupations impact narrative voice and structure. In doing so, students explore how modernist plots remap different fields of knowledge. Texts include works by Joseph Conrad, Ford Madox Ford, Virginia Woolf, D.H. Lawrence, and James Joyce. Course may be repeated.

- [ARLET 322 / Studies in World Literature \(3\)](#) - ([view](#))

Topics include: Introduction to Modern Japanese Literature. Course may be repeated.

- [ARLET 323 / Studies in World Culture \(3\)](#) - ([view](#))

Topics vary and are announced at the time of registration.

- [ARLET 324 / Art of the Film \(3\)](#) - ([view](#))

Topics include: Women in Film; A History of the United States since 1918.
Course may be repeated.

- [ARLET 326 / Studies in Psychoanalysis \(3\)](#) - ([view](#))

See [MEDHM 500](#) for course description. Course may be repeated. Same as:
[MEDHM 500](#).

- [ARLET 327 / Marriage and the Family \(3\)](#) - ([view](#))

Topics include: Family Structures and Medical Ethics; Marriage and Family
Counseling.

- [ARLET 328 / Literature and Medicine \(3\)](#) - ([view](#))

Topics include: Medical Narrative; Literature of Aging; Contemporary Ethical
Issues in American Literature; Literary Art and the Medical Mind.

- [ARLET 329 / 20th-Century America \(3\)](#) - ([view](#))

Topics include: Themes in 20th-century American Religious History; Democracy,
Liberalism, and the Problem of Propaganda.

- [ARLET 330 / TOPICS IN HOLOCAUST STUDIES: \(3\)](#) - ([view](#))

No description is available for this course. Course may be repeated.

- [ARLET 334 / Biomedical Ethics \(3\)](#) - ([view](#))

This course examines the major medical care issues facing the discipline,
including ethical and religious concerns involving abortion, death and dying, and
human experimentation.

- [ARLET 335 / Studies in Genocide \(3\)](#) - ([view](#))

Topics include: The Armenian Genocide and the Politics of Denial; Cultures of
Violence: Genocide after 1945. Course may be repeated.

- [ARLET 336 / Literature of the Holocaust \(3\)](#) - ([view](#))

Topics include: In Search of Anne Frank; Art from the Ashes.

- [ARLET 337 / Perspectives on the Holocaust \(3\)](#) - ([view](#))

This course provides multiple perspectives on the Holocaust, the near extermination of European Jewry and the brutal persecution of an extended mosaic of victims. As a watershed event, the Holocaust has radically affected our fundamental conceptions of the nature of human nature, the dimensions of evil, the existence of God, the power of bearing literary witness, the moral and political outlook for the future. Readings span the disciplines of history, psychology, literature, theology, and political science, each providing its own distinctive illumination as presented by a faculty member within the discipline, who lectures and participates at appointed sessions in interdisciplinary discussions. Course requirements include papers, journal entries, and a field trip to the United States Holocaust Memorial Museum in Washington, D.C. Same as [HOLST 33](#). Course may be repeated. Same as: [HOLST 33](#).

- [ARLET 340 / Studies in Theatre and Playwriting: \(3\)](#) - ([view](#))

Topics vary and are announced at the time of registration.

- [ARLET 341 / Cultural Geography \(3\)](#) - ([view](#))

This course examines the natural features of geographic regions in order to understand how geographic causation affects regional political systems, economic opportunities, and social institutions.

- [ARLET 344 / Medical Sociology \(3\)](#) - ([view](#))

This course examines the important themes, dominant theoretical perspectives, and main methodological approaches involved in the sociological analysis of health care problems and their treatment.

- [ARLET 346 / European Cultural History \(3\)](#) - ([view](#))

Topics include: Alexander Pushkin: Texts and Contexts; The Life and Work of Vladimir Nabokov.

- [ARLET 347 / Mystical Poetry from around the World \(3\)](#) - ([view](#))

This course examines mystical literature in verse form as it arises in different religious traditions from around the world. We ask why mystical revelations are so frequently expressed in poetry, and why many poets lean towards a mystical approach in their verse. The texts span the centuries from the Song of Solomon to Rumi, from zen poets to Emily Dickinson, Hart Crane and Seamus Heaney. Students are encouraged to develop their own definitions of mystical poetry and their own explanations for its appearance throughout the ages.

- [ARLET 348 / Studies in Poets and Poetry \(3\) - \(view\)](#)

Topics include: "The Fatal Gift of Beauty": English Romantic Poets in Italy.
Course may be repeated.

- [ARLET 349 / Topics in Cultural History: \(3\) - \(view\)](#)

Selected Topics in Cultural History that vary from year to year.

- [ARLET 406 / American History Painting \(3\) - \(view\)](#)

This course examines 18th- through early 20th-century American history painting as it related to its social, political, and cultural contexts.

- [ARLET 408 / The New York Semester on Contemporary Art \(3\) - \(view\)](#)

This course is an introduction to contemporary art and criticism through discussion with major artists, critics, curators, and other art professionals in New York City and on the Drew campus.

- [ARLET 409 / Studies in Musicology \(3\) - \(view\)](#)

Topics include: Romantic Opera: Rossini to Wagner; Chamber Music. Course may be repeated.

- [ARLET 414 / Studies in Music History \(3\) - \(view\)](#)

Topics include: Life and Work of Mozart; Life and Work of Brahms; The Music of Fin de Siècle Vienna; The Great Romantic Divide: Music from Mendelssohn to Mahler; J. S. Bach: His Life and Work. Course may be repeated.

- [ARLET 415 / Studies in Book History \(3\) - \(view\)](#)

Topics include: Gutenberg to Franklin: History of the Printed Book.

- [ARLET 416 / Topics in Art and Architecture \(3\) - \(view\)](#)

Topics include: Russian Medieval Art and architecture; Christian Renaissance art.
Course may be repeated.

- [ARLET 417 / Studies in Drama and Theatre \(3\) - \(view\)](#)

No description is available for this course.

- [ARLET 502 / The Politics of Gender in Medicine \(3\)](#) - ([view](#))

This course demonstrates how the dissimilar physiology and illnesses of men and women are, nevertheless, parallel.

- [ARLET 503 / The Cultural History of Medicine \(3\)](#) - ([view](#))

This course traces the story of medicine from pre-history to the present.

- [ARLET 506 / Topics in Science and Medicine \(3\)](#) - ([view](#))

Topics include: The History of Scientific Medicine. Course may be repeated.

- [ARLET 507 / Medical Biography \(3\)](#) - ([view](#))

Topics include: Giovanni Battista Morgagni.

- [ARLET 509 / Great Issues in Medicine \(3\)](#) - ([view](#))

Topics include: the future of biomedical science; illness of body, mind, and spirit; ethics and medical research.

- [ARLET 511 / Medicine in Politics \(3\)](#) - ([view](#))

This course considers the political implications of ancient and historical plagues, as well as the politics of alarming new global challenges, such as the immunodeficient diseases, tuberculosis, Hanta virus, Ebola, and biological warfare.

- [ARLET 512 / Plagues in History \(3\)](#) - ([view](#))

This course examines the relation between the human population and the micro and macroparasites that interact with it.

- [ARLET 515 / Contemporary Medicine and Culture \(3\)](#) - ([view](#))

Topics include: Science, Medicine, and Faith. Course may be repeated. Same as: [MEDHM 515](#) POSDOC 803.

- [ARLET 517 / Topics in the History of Science: \(3\)](#) - ([view](#))

Selected Topics in the History of Science that vary from year to year.

- [ARLET 520 / Listening to the Symbolic Language of the Body \(3\)](#) - ([view](#))

This course investigates the communication from the self to the self, often found in illnesses, ticks, hysterical conversions, muscle tightness and other ailments.

- [ARLET 522 / Women and Aging \(3\)](#) - ([view](#))

See MEDHM 505 for course description. Same as: MEDHM 505.

- [ARLET 524 / Topics in Developmental Studies \(3\)](#) - ([view](#))

Topics include: The Role of the Family in the Early Development of Object Permanence and Non-Existence. Course may be repeated.

- [ARLET 525 / Medicine and Ecology \(3\)](#) - ([view](#))

See [MEDHM 810](#) for course description. Course may be repeated. Same as: [MEDHM 810](#).

- [ARLET 526 / Topics in Sociology \(3\)](#) - ([view](#))

Topics are announced at the time of registration and vary from semester to semester.

- [ARLET 529 / Medicine and Culture \(3\)](#) - ([view](#))

See [MEDHM 529](#) for course description. Course may be repeated. Same as: [MEDHM 529](#).

- [ARLET 601 / Studies in Spirituality \(3\)](#) - ([view](#))

Topics include: British Spirituality in the Time of Chaucer; British and Irish Spirituality in the Age of St. Patrick; The Life and Work of Henri J. M. Nouwen; Christian Mysticism and Contemplative Spiritual Practice. Course may be repeated.

- [ARLET 900 / Tutorial \(3\)](#) - ([view](#))

No description is available for this course. Course may be repeated. Signature of instructor required for registration. Offered in fall and spring semesters annually.

- [ARLET 901 / Tutorial \(3\)](#) - ([view](#))

No description is available for this course. Course may be repeated. Signature of instructor required for registration. Offered in fall and spring semesters annually.

- [ARLET 905 / Writing Practicum \(3\)](#) - ([view](#))

Topics include: The Art of the Essay; Creative Writing; Writing to Heal; The Joy of Scholarly Writing; Fiction Writing; Memoir and Autobiography. Course may be repeated.

- [ARLET 910 / Painting and Drawing Practicum \(3\) - \(view\)](#)

Topics include: The Watercolorist's Craft; The Art of Charcoal Drawing; The Portrait and the Pen. This course is repeatable. Course may be repeated.

- [ARLET 911 / Travel Course \(3\) - \(view\)](#)

Topics include: Lost City Found: Biblical Bethesda; Isle of the Saints: Ireland from the Celts to the Normans.

- [ARLET 950 / Travel Course: West Africa \(3\) - \(view\)](#)

No description is available for this course.

- [ARLET 990 / M.Litt. Thesis \(3\) - \(view\)](#)

No description is available for this course.

- [ARLET 999 / D.Litt. Dissertation \(9\) - \(view\)](#)

No description is available for this course.

Medical Humanities Program Courses

- [MEDHM 101 / Biomedical Ethics \(3\) - \(view\)](#)

An examination of major medical care issues facing the discipline. Includes discussion of ethical and religious concerns involving abortion, death and dying, and human experimentation.

- [MEDHM 102 / Medical Narrative \(3\) - \(view\)](#)

This course will investigate the scope of narrative approaches to medical knowledge (narratives of illness, narrative as ethical discourse, narrative as an essential part of clinical work). It will introduce the student to varieties of medical narrative (anecdote, medical history, case presentation). The course will also explore narrative and interpretive techniques that may enhance communication between patient and physician and within the medical community as a whole.

- [MEDHM 103 / Advanced Studies in Biomedical Ethics \(3\)](#) - ([view](#))

Addresses specific topics in bioethics, focusing in-depth on issues raised in [MEDHM 101](#). Topics include: Life and Death Issues; Medical Technology. Prerequisite: [MEDHM 101](#).

- [MEDHM 104 / Advanced Studies in Medical Narrative \(3\)](#) - ([view](#))

Topics include: The Literature of Addiction. Course may be repeated.

- [MEDHM 200 / Cultural History of Medicine \(3\)](#) - ([view](#))

Starting with evidences of caring in lower animals, the story of medicine is traced from pre-history to the present. The theories of causation and the therapies designed to counteract disease and suffering are related to the epochs in which they make their appearances. Same as: MLIT 503.

- [MEDHM 201 / Medical Biography \(3\)](#) - ([view](#))

Topics include: Giovanni Battista Morgagni.

- [MEDHM 202 / Plagues in History \(3\)](#) - ([view](#))

An examination of the relationship between the human population and the micro- and macro-parasites that interact with it. The nature of the ecological balance between people and their diseases is discussed, as well as the effects of both endemic and epidemic disease on history. Same as: MLIT 523.

- [MEDHM 204 / History of Scientific Medicine \(3\)](#) - ([view](#))

The science-based medicine of our time may not be the only medicine, but it is the one on which most of us rely. It affects our lives in countless ways, and an appreciation of its historical development is warranted. This course deals with the great scientific discoveries that made modern medicine possible. It traces the growth of anatomy, surgery, physiology and pathology in the 16th, 17th, and 18th centuries, and examines more fully the extraordinary expansion and proliferation of medical sciences in the 19th and 20th centuries.

- [MEDHM 205 / Topics in the History of Medicine: \(3\)](#) - ([view](#))

Topics vary and are announced at the time of registration.

- [MEDHM 222 / Topics in the History of Science and Medicine \(3\)](#) - ([view](#))

Topics include Secret of Life: History of Genetics in the 20th Century. Additional topics will be announced at registration. Course may be repeated.

- [MEDHM 301 / Literature and Medicine \(3\) - \(view\)](#)

Examines the role of medicine, caregivers, and illness in fiction and nonfiction. Topics include: contemporary ethical issues in American literature; The Literary Response to HIV/AIDS; Literary Art and The Medical Mind. Course may be repeated. Same as: MLIT 328.

- [MEDHM 304 / Writing Practicum \(3\) - \(view\)](#)

Explores the intersection between medicine and the act/art of writing. Topics include: Writing to Heal.

- [MEDHM 305 / Marriage and the Family \(3\) - \(view\)](#)

Considers the impact of marriage decisions and structures on medical concerns. Topics include: marriage and family counseling; family structures and medical ethics; family dynamics.

- [MEDHM 306 / The Role of the Family in the Early Development of Object Permanence and Nonexistence \(3\) - \(view\)](#)

The hypothesis of this course is that the rich, early literature depicted in children's games, fairy tales, rhymes and stories is the preparatory stage in the development of an adult understanding of our own nonexistence. For example, the game peekaboo (one of the first games played by a child with its parents) becomes one of the earliest building blocks upon which more sophisticated and in-depth notions of life and death may be built. The course will increase the student's awareness of the importance of this category throughout the life cycle of the human person, culminating in one's own nonexistence. The literature of separation loss, object permanency disappearance is extensive and cross-disciplinary. Includes an examination of the works of Bettelheim, Bowlby, and Kubler-Ross.

- [MEDHM 310 / Psychohistory-Psycobiography \(3\) - \(view\)](#)

The emotional development and psychological issues of significant historical figures will be examined. How did the family life and early childhood and adolescence shape the future political and personal behavior of certain major political figures. We will examine the inner life, through their behavior, or Ghandi, Luther, Hitler, Woodrow Wilson, Sadam Hussein, and our last four presidents. Their adult presentation will be examined as a function of both their childhood and family dynamic.

- [MEDHM 328 / Alcoholism & Gender: A Literary Analysis \(3\) - \(view\)](#)

Topics vary and are announced at registration.

- [MEDHM 401 / Clinical Ethics \(3\)](#) - ([view](#))

A study of the application of biomedical principles in the clinical arena, situations that require assessment of competing principles, and the process of resolution when differences in ethical judgments make consensus difficult. Among the topics to be considered are: the bioethics committee; end-of-life decisions, including Do Not Resuscitate Orders and Advance Directives; confidentiality, communication issues; just distribution of scarce resources and clinical decision-making within cost constraints.

- [MEDHM 410 / The Pharmaceutical Industry \(3\)](#) - ([view](#))

This seminar will examine the growth of the Pharmaceutical Industry from its early beginnings to its present role as a multi-national, multi-billion-dollar industry. The course will introduce students to the drug discovery and development process from inception to market. Selected readings and discussions will analyze the following: inequalities that emerge from and are reinforced by market-driven medicine, the responsibilities of drug developers to health care and general wellness on a global scale and the controversial role pharmaceutical marketing and promotion play in enabling the flow of information that is quite difficult to convey to patients and doctors.

- [MEDHM 500 / Studies in Psychoanalysis \(3\)](#) - ([view](#))

Addresses the intersection between psychoanalysis and medical humanities. Topics include: Psychoanalytic dynamics of group roles and effective group leadership; psychoanalysis and human sexuality; Freud's dream realized: from metascience to neurobiology and beyond. Course may be repeated. Same as: [ARLET 326](#) RLSOC 794.

- [MEDHM 501 / Psychopathology and Contemporary Life \(3\)](#) - ([view](#))

This course focuses on mastering the "Sea of Storms"--on the moon or in ourselves. With our expanding perspective of ourselves as an interdependent community of astronauts has come an expansion of our perspective of abnormal behavior. We now see it as encompassing behavior not only of individuals but also of families and larger groups, including entire societies. We explore maladaptive behavior such as neuroses, schizophrenia, and drug dependence.

- [MEDHM 502 / Medical Humanities and the Caregiver \(3\)](#) - ([view](#))

Explores the humanistic challenges facing modern caregivers. Topics include: approaches to wellness; coping. Same as: MLIT 521.

- [MEDHM 503 / Maturation: From Birth to Age 3 \(3\)](#) - ([view](#))

An experiential group seminar designed to explore an understanding of the group processes and the repertoire of techniques for working well with groups while exploring the theories, developmental stages, conflicts, and feelings associated with the maturation stage.

- [MEDHM 510 / Spirituality and Medicine \(3\)](#) - ([view](#))

Explores the intersection between faith and the medical arts. Topics include: Spirituality and Psychoanalysis.

- [MEDHM 515 / Contemporary Medicine and Culture \(3\)](#) - ([view](#))

Investigates the impact of contemporary societal influences and medicine. Topics include: Science, Medicine, and Faith. Course may be repeated. Same as: [ARLET 515](#).

- [MEDHM 516 / Hospital Governance \(3\)](#) - ([view](#))

Boards of Trustees have major responsibilities to provide effective leadership for nonprofit healthcare organizations. They must serve all stakeholders affiliated with the institution(s), both internal and external. When the organization does well, they are commended. Conversely, when problems arise, trustees are held accountable. Clearly, a variety of difficult and complex problems exists in today's healthcare environment. Consequently, the responsibility of nonprofit hospital trustees requires planning for and addressing the challenges including contentious ethical issues. Conflicts of interest, executive compensation, medical errors, quality of patient care, and allocation of resources are some of the dilemmas that will be considered and debated. Additionally, the students, as trustees will experience significant power and responsibility, commencing with board orientation and culminating as members of a mock board analyzing and debating issues. The expertise of guest speakers from the industry will complement the readings and class discussions responsibility.

- [MEDHM 529 / Medicine and Culture \(3\)](#) - ([view](#))

This course provides an international perspective on the interaction between religion, health and culture. Students are introduced to the empirical research on religion and health and various theoretical approaches from cross-cultural psychology and the psychology of religion. Students learn to critically evaluate this literature and develop their own perspective on it. Course may be repeated. Same as: [ARLET 529](#).

- [MEDHM 530 / Medicine and Language \(3\) - \(view\)](#)

No description is available for this course. Course may be repeated.

- [MEDHM 540 / Studies in Counseling \(2\) - \(view\)](#)

Topics vary and are announced at the time of registration.

- [MEDHM 541 / Topics in the Study of Addiction: \(3\) - \(view\)](#)

This course covers varying issues related to the study of addiction, including such subjects as neurobiology and how drugs of abuse change the brain; exploring the history of addiction studies; and examining the impact of addiction on various populations. Topics include Addiction and Gender; Addiction and Human Behavior; and The Science of Addiction. Course may be repeated.

- [MEDHM 600 / Film and Medicine \(3\) - \(view\)](#)

Explores the depiction of medicine and medical practitioners through the medium of film. Course may be repeated.

- [MEDHM 603 / Studies in Art and Medicine \(3\) - \(view\)](#)

Topics include: Images of illness and health in visual art.

- [MEDHM 605 / History of Medical Illustration \(3\) - \(view\)](#)

The purpose of this course is to introduce students to the history and theory of scientific illustration, both Western and non-Western and the methods for organizing, developing and producing illustrations capable of conveying a message. The course focuses on three main points: the history of medical illustration; the methods of planning and organizing of scientific illustrations, including research, narration of a process, technique; and field trips. Students need not have artistic ability, but are encouraged to think visually and try out some basic skills to better understand the process of moving from concepts to images.

- [MEDHM 700 / Illness of Body, Mind, and Spirit \(3\) - \(view\)](#)

Illness, be it physical, psychical, or spiritual, is defined not by physicians, psychiatrists, or spiritual leaders, but by culture. Its recognition is akin to the process of interpretation in the humanities. This course illustrates and examines these propositions in the reports of patients, physicians, spiritual guides, and literary critics.

- [MEDHM 701 / Listening to the Symbolic Language of the Body \(3\) - \(view\)](#)

The body has its own symbolic language. This means a communication from the self to the self often found in illness, ticks, hysterical conversions, muscle tightness, backaches, headaches, etc. The body often focuses the internal message, suppressed to the self by the psyche or the intellect. Various writers have attempted to understand this process for the sake of unraveling the meaning of illness. This course integrates a number of medical, spiritual, and psychological points of view. The course investigates the body-mind-spirit connection by turning to writers like Alexander Lowen, Daniel Goleman, Jon Kabat-Zinn, and Aame Siirala.

- [MEDHM 705 / Philosophical Implications in Science and Medicine \(3\)](#) - ([view](#))

The intersection of medicine and science reflects culture, politics, and faith. Does it also intersect with two thousand years of Western philosophy? Or is the utopian Dream of a Theory of Everything epistemological jargon: The fragility of such an ambitious but ethereal theory encompasses a continuum of ideas traced from the era of Greek sages to the present postmodern times. To understand this enduring wisdom, the course presents diverse doctrine supporting the consilience of philosophy, science and the medical humanities. With this approach, we explore origins perceived by the minds and movements in the long history of ideas. The series of seminars emphasizes the correlation between classical studies and empiricism, encouraging scholars to probe thoughts and theories of established philosophies. However, beyond what is provided by an inquiring mind, participants are not required or expected to have a formal background in philosophy. The seminar features contributions of the Greek Godfathers of thought, Descartes' Dualism, science of the Enlightenment, the challenging philosophy of Darwinism, the intellectual chaos of Freudian upheavals, American Pragmatism, Postmodernism in medicine, Existentialism, Feminism, and Sociobiology. Finally, a fixed Canon of the humanities is proposed to broaden and humanize medical education.

- [MEDHM 706 / Topics in Theology and Philosophy of Medicine \(3\)](#) - ([view](#))

Topics vary and are announced at the time of registration.

- [MEDHM 800 / Medical Anthropology \(3\)](#) - ([view](#))

A study of human health from an anthropological (e.g., evolutionary, comparative, and biocultural) perspective. Topics under consideration include evolution of human disease patterns, health and ethnicity, comparison of Western and non-Western systems of medicine, alternative and complementary medicine, the political economy of health, and emerging diseases. This course considers the interplay of culture, biology, and environment in influencing human disease and behavioral response to it.

- [MEDHM 803 / Medicine and Politics \(3\)](#) - ([view](#))

Investigates the intersection of sociopolitical issues and medical humanities. Topics include: Gender in Medicine; Yesterday, Today, and Tomorrow; The Future of Biomedical Science. Same as: MLIT 502.

- [MEDHM 805 / Studies in Human Development \(3\)](#) - ([view](#))

Topics include: Models and Methods of Psychotherapy; Human Development -- A Life Span Approach.

- [MEDHM 806 / Family Studies \(3\)](#) - ([view](#))

Addresses the dynamics of family relationships as impacted by medical issues. Topics include: Families, Professionals, and Exceptionality. Course may be repeated.

- [MEDHM 810 / Medicine and Ecology \(3\)](#) - ([view](#))

Addresses the effect that ecology and environmental concerns have on illness and wellness. Topics include: Introduction to ecological medicine. Course may be repeated. Same as: [ARLET 525](#).

- [MEDHM 811 / Medical Sociology \(3\)](#) - ([view](#))

A study of the important themes, dominant theoretical perspectives, and main methodological approaches involved in the sociological analysis of health care problems and their treatment. Topics include social epidemiology, doctor-patient relationships, professional socialization, different health-care delivery mechanisms, and the social psychological consequences of medical technology.

- [MEDHM 812 / Medical Transgressions \(3\)](#) - ([view](#))

No description is available for this course.

- [MEDHM 814 / Gender and Medicine \(3\)](#) - ([view](#))

Topics include Gender and Science, and are announced at the time of registration. Course may be repeated.

- [MEDHM 815 / The Politics of Public Health \(3\)](#) - ([view](#))

The course is an examination of current public health issues from the perspectives of critical medical anthropology and political ecology. Public health involves

taking a population-based approach to health problems with a strong focus on ethical principles and issues of social justice both locally and globally. Within this framework, students analyze a number of problems and policy issues, some provided by the instructor and others that students themselves bring in from recent newspaper or other media sources. Topics may include health hazards of modern food production, behavioral intervention and the rise of obesity and diabetes, national healthcare vs. private insurance, vulnerable populations (e.g., the poor and the elderly), global health issues, disaster management, and rationing health care and vaccines. Analysis of these problems includes evaluating the quality of health information in the mass media and considering how health policy, law, and ethics handle tensions between individual rights and social responsibility. In addition to finding and studying these issues, students complete a research paper in a related area of their choice.

- [MEDHM 817 / Naturalistic Inquiry \(3\) - \(view\)](#)

Naturalistic inquiry, a form of ethnography, is a qualitative research methodology as opposed to the hypothetico-deductive methodology prevalent in the exact sciences of today. The primary research instrument is the interviewer. Basic techniques include in-depth interviewing and prolonged observation within the natural setting of a group. The interviews and observations are recorded in a "thick description," which stays close to the actual experience and avoids theory-laden language. This course will provide instruction in the techniques of naturalistic inquiry for designing the study collecting and analyzing data, validating the results, and writing up a case report. This is a hands-on course where each student will be required to conduct a naturalistic inquiry of his or her own. Ideally, the topic would relate to the student's ultimate thesis or dissertation topic. The course will also provide instruction in using computerized tools to assist in data analysis.

- [MEDHM 818 / Pertinent Issues in Medical Humanities and Science \(3\) - \(view\)](#)

No description is available for this course. Course may be repeated.

- [MEDHM 819 / Topics in Forensic Medicine: \(3\) - \(view\)](#)

three module course sequence on issues in Forensic Medicine. Forensic Medicine I "The Legal Foundation of American Health Care" will include discussions of major court decisions as well as the laws that shape the practice of medicine in the areas of: professionalization, structure of hospital-based and doctor-based delivery systems, concepts of health insurance and more. Forensic Medicine II "Evolution of American Health Ethics" will focus on the evolution of the legal

directives guiding ethical behavior as societies become more complex. Topics in Forensic II will include the rationale and goals of criminal law, civil remedies, and political systems. Forensic III "Medical Transgressions" presents the application of the principles in the Foundation and Evolution segments in dealing with deviations from the standards of care. Each of the three modules of Forensic Medicine may be taken separately and independently of the others, and without required prerequisites. Modules offered are announced at the time of registration. Recommended: Familiarity with the history of western civilization - such as is discussed in survey courses in western history is advisable.

- [MEDHM 820 / Medical Humanities in the Clinical Setting \(3\)](#) - ([view](#))

Topics include: Putting the Humanities to Work for the Clinician. Course may be repeated.

- [MEDHM 900 / Clinical Practicum \(3\)](#) - ([view](#))

Times to be arranged in consultation with the director. Supervised schedule of clinical instruction involving the Bioethics Committee, clinic and emergency room observation, Ethics Conference, grand rounds, Humanities Conference, ICU/CCU rounds, Morbidity and Mortality Conference, Narrative Conference, nursing home visitation, and teaching rounds. Submission of a written journal required. The practicum can be geared towards student interests, and takes into account prior experience (if applicable). Prerequisite: [MEDHM 101](#) and 102.

- [MEDHM 901 / Tutorial \(3\)](#) - ([view](#))

Members of the Medical Humanities Faculty. Available in autumn and spring terms annually. Open only to D.M.H. candidates interested in doing a tutorial with Drew-based faculty. Any doctoral student interested in registering for a tutorial must file a petition; forms are available in the Dean's Office. Arraignments must be made with the tutorial director and Program Director prior to filing petition. A student may only register for [MEDHM 901](#) or [MEDHM 903](#) twice. Course may be repeated.

- [MEDHM 902 / Advanced Medical Humanities: Raritan Bay \(15\)](#) - ([view](#))

This course is the three-year humanities program required as part of the residency requirements at Raritan Bay Medical Center for residents in Internal Medicine. Taught on site at Raritan Bay Medical Center. Open only to residents in the Internal Medicine Residency Program.

- [MEDHM 903 / Clinical Tutorial \(3\) - \(view\)](#)

Members of the Clinical Faculty. Available in autumn and spring terms annually. Open only to D.M.H. candidates interested in doing a tutorial on site at Raritan Bay Medical Center. Any doctoral student interested in registering for a tutorial must file a petition; forms are available in Dean's Office. Arrangements must be made with the tutorial director and Program Director prior to filing petition. A student may only register for [MEDHM 901](#) OR [MEDHM 903](#) twice. Course may be repeated. Signature of instructor required for registration.

- [MEDHM 904 / Advanced Medical Humanities: Overlook/Atlantic HealthCare \(15\) - \(view\)](#)

This course is the three-year humanities program offered as part of the residency requirements at Overlook and Morristown Memorial Hospitals for residents in Internal Medicine, and for other healthcare professionals at the two hospitals. Taught on site at the hospitals. Open only to residents in the Internal Medicine Residency Program and other healthcare professionals employed by Atlantic Healthcare.

- [MEDHM 905 / WRITING PRACTICUM \(3\) - \(view\)](#)

No description is available for this course. Corequisite: [ARLET 905](#).

- [MEDHM 906 / Advanced Medical Humanities: Saint Barnabas Hospital \(15\) - \(view\)](#)

This course is the three-year humanities program offered as part of the residency requirements at St. Barnabas Hospital for residents in Internal Medicine, and for other healthcare professionals at the hospitals. Taught on site at the hospital. Open only to residents in the Internal Medicine Residency Program and other healthcare professionals employed by St. Barnabas.

- [MEDHM 990 / Master's Thesis Preparation \(3\) - \(view\)](#)

Times to be arranged in consultation with the director. Supervised clinical study leading to preparation of the master's thesis. The directed study is geared towards student interests and builds upon the previous clinical practicum experience. This course is open only to master's degree candidates preparing to begin their thesis research. Prerequisite: [MEDHM 900](#).

- [MEDHM 999 / Dissertation \(9\) - \(view\)](#)

No description is available for this course.

History And Culture Courses

Foundation courses

- [HC 800 / Foundation Seminar](#) - ([view](#))

A basic survey of the history, methods, theory, and philosophy of historiography. Students will be introduced to diverse approaches to historical research and writing, and they will learn how to assimilate and criticize bodies of scholarly literature. Required for all students in the History and Culture program. First semester annually.

- [HC 801 / Archives: History and Methods](#) - ([view](#))

A study of the theory and practice of archival management, arranging, describing, evaluating, and using primary source documents in the collections of the United Methodist Archives and History Center. Focuses on the place of archives in the history of institutions along with such issues as preservation and description.

- [HC 802 / Interdisciplinary Seminar](#) - ([view](#))

This seminar, team-taught by instructors from two different departments, will investigate a common theme from two disciplinary perspectives, comparing and synthesizing the methods used and the questions asked. Topics vary with instructor expertise. Required for all doctoral students in the History and Culture program, but open to other students as well. Offered in alternate years.

- [HC 803 / Seminar in Experimental History](#) - ([view](#))

This "history laboratory" will explore innovative approaches to historiography, usually drawn from the instructors own research. Topics vary with instructor expertise.

United States

- [HC 811 / Democracy in America](#) - ([view](#))

An examination of American democracy beginning with an extended reading of Alexis de Tocqueville's classic study. Using his analysis as a starting point, students will proceed to consider the development of democracy since Tocqueville's time, the various definitions of democracy that have emerged since then, and the present-day challenges democracy faces. Readings by Tocqueville, Dewey, Zakaria, Wolin, Elstain, Dahl, and others.

- [HC 812 / American Intellectual History](#) - ([view](#))

An exploration of the intellectual currents and practices that have shaped America from the colonial period to the present day. Although emphases will vary from semester to semester, the seminar will mix readings from recognized intellectuals with those of lesser-known figures whose writings provide insight into the intellectual worlds of "ordinary" and marginalized peoples. The seminar aims to provide students with a firm grasp of the forms of intellectual discourse in American history, and the ways in which these discourses have shaped political, social, and cultural outcomes. Typical topics include the Puritan covenant, race theory, manifest destiny, Transcendentalism, domestic ideology, the rise of the natural sciences, evolution, higher education, and pragmatism.

- [HC 813 / Eyes on America: Foreign Observations of the American Scene](#) - ([view](#))

America has fascinated writers from other lands since before its European settlement. And Americans are often fascinated and sometimes indignant at the "image in the mirror" these foreign observations offer. This seminar explores the long literature by foreign writers on America and its people beginning with the narratives of early explorers and ending with contemporary commentary on American life and institutions. Students will examine the language, themes, and preconceptions that guide these narratives, along with their American responses.

- [HC 814 / The West in Myth and History](#) - ([view](#))

The West had long been a mythic abode, where the realities of exploration, settlement, resource exploitation, federal control, and commercial development often clash with the image of the West as depicted in popular culture. This seminar explores the roots of the myth and its impact on political, social, and cultural outcomes, as well as the historical realities that have shaped the region. Course materials include both texts and film.

- [HC 815 / African-American Social and Intellectual History](#) - ([view](#))

A study of the intellectual arguments and social institutions that have empowered African-American leaders and the masses to assert and maintain their humanity within a world of oppression. Focuses on how gender, race, and class have created diverse ideas and opinions among African-Americans and the methods used by African-American intellectuals to analyze these ideas and opinions.

- [HC 816 / Major Problems in the History of American Society: Making Class, Race, and Gender](#) - ([view](#))

What are the origins of inequality in American history? What is the relationship between ideological, political, social, and economic developments? This graduate seminar explores these fundamental questions, focusing on a number of major

problems for inquiry and debate in the history of nineteenth and twentieth century American society, with particular attention to how class, race, and gender have structured access to power and resources. Readings and discussions will expose students to important developments in the historiography and methodology of American history.

- [HC 817 / The United States and the World](#) - ([view](#))

This course will explore US foreign relations during the twentieth century. We will attempt to explain what has historically motivated the architects of US foreign policy and how US leaders have changed within a changing international context. The course will also examine US interaction with the world beyond the realm of traditional policy makers: we will explore the role of state as well non-state actors, private corporations, NGOs, missionaries, and the internationalization/impact of ideas through the writings of scholars, policymakers, and activists as well as historical documents.

- [HC 818 / Topics in American History](#) - ([view](#))

Topics vary with instructor expertise. Course may be repeated.

Britain and Ireland

- [HC 831 / Shakespeare](#) - ([view](#))

This course studies six major plays and the controversies surrounding them: The Taming of the Shrew (gender and marriage), The Merchant of Venice (anti-Semitism), Henry V (war, imperialism, monarchy), Twelfth Night (sexuality/crossdressing), Othello (racism), and The Tempest (post-colonialism). The readings will also include critical and historical studies.

- [HC 832 / A Disunited Kingdom: England, Ireland, Scotland, and Wales c. 1800-2000](#) - ([view](#))

When and why did the United Kingdom come into being? What were the steps which led to its conception? Was the creation of the United Kingdom a symptom of national coherence or of disunity between the countries that made up the Union after 1801? Did a new national identity come into being as a consequence, or did old allegiances and loyalties become more deeply embedded? Who were the beneficiaries of the Union? Was the United Kingdom ever really united? Is the eventual breakup of the reconstituted United Kingdom inevitable? These and other questions will be addressed in this course, which examines the interaction between the component parts of the United Kingdom between 1800 and 2000. A number of key topics will be explored through readings in literature and contemporary social observation, including the steps to political union, the role of

economic change, religion and education, poverty and social welfare, the rise of political radicalism, and the changing face of national identity

- [HC 833 / Modern British and Imperial History](#) - ([view](#))

The world as we know it today was shaped very largely by Great Britain and its Empire. This course surveys the political, social, economic history of modern Britain and its relationship to the larger world. It will cover the rise and fall of British power, industrial society, popular culture, "Victorianism", social reform, "the English national character", the First and Second World Wars, the "Swinging Sixties," and the Thatcher Revolution.

- [HC 834 / Victorians and Moderns: British Intellectual and Cultural History](#) - ([view](#))

This survey of British thought in the nineteenth and twentieth century deals with the creators and critics of Victorian and modernist thought. It addresses such issues as responses to industrialism, liberalism, imperialism, socialism, aestheticism, education, the definition of "culture," feminism, the class system, the world wars, modernist culture, sexuality, and the theater of ideas. The reading list will include Mill, Arnold, Ruskin, Morris, the Fabian Socialists, the Bloomsbury Group, George Orwell, the "Angry Young Men," and Tom Stoppard.

- [HC 835 / Memory and Commemoration in Irish History](#) - ([view](#))

In Ireland, history, memory and commemoration have traditionally played a significant role in shaping contemporary political developments. But they have frequently been divisive, with popular (and even academic) memories of the past being constructed in such a way as to serve current ideological ends. Following an introduction to the key issues in Irish history, the course will focus on a number of major historical events, including the founding of the Orange Order in 1795, the republican uprising in 1798, the Great Hunger of 1845-50, and the Easter Uprising in 1916. These events will be explored in the context of how memory and commemoration have been utilized by different religious and political traditions. The involvement of the Irish diaspora in this process, particularly in the United States and Britain, will also be explored. The course will examine traditional and nontraditional sources such as songs, wall murals, and films. Where appropriate, the Irish experience will be co

- [HC 836 / Visual Representation in Irish History](#) - ([view](#))

Visual representations of Ireland have had a significant role in shaping views of the Irish in both positive and negative ways. They have also been divisive, with popular images and caricatures being used to serve particular ideological or social ends. Yet visual images have often been underused as a research tool by historians. This course will focus on a number of key events in Irish history, including the

history of the Orange Order, the 1798 Uprising, the Great Hunger, Irish Emigration, the Easter Rising, and "the Troubles". Each topic will be explored by examining contemporary images, and by assessing how these representations have been utilized over time by different religious and political traditions. The representations of the Irish diaspora, in Britain and in the United States, will also be explored. Students will be encouraged to make use of non-traditional sources such as cartoons, photographs, statues, wall murals, postage stamps, flags, maps, films, and coins. Where ap

- [HC 837 / Women in Irish History: Poets, Patriots, Pirates, and Presidents](#) - ([view](#))

From St. Brigid in the fifth century to President Mary MacAleese in the twenty-first century, women have played pivotal roles in the development of Ireland. Moreover, the large number of emigrant Irish women in the nineteenth and twentieth centuries made their influence felt throughout the world. The remarkable contribution of women to the struggle for Irelands independence was recognized in the 1916 Proclamation, though the 1937 Constitution sought to reassert the primary role of women as wives and mothers. This course will examine and evaluate the contributions of women modern Ireland and ask why their involvement was ignored for so long by Irish historians. It will also assess the role of key figures in the making of Irish history, and will explore the place of women in Ireland today.

- [HC 838 / Northern Ireland: The Rocky Road to Peace](#) - ([view](#))

Following its inception in May 1921, politics within the Northern Ireland state was dominated by sectarianism and religious conflict. In order to maintain Protestant hegemony, the civil rights of the minority Catholic population were eroded, both overtly and covertly. Tensions came to a head in the 1960s, but his course will demonstrate how the seeds of violence were sown much earlier. Key events of the conflict such as Bloody Sunday, internment, the murder of Lord Mountbatten, the hunger strikes, the Enniskillen and Omagh bombings, and the steps to the Peace Process will be examined. There will be a special focus on various government enquiries and on accusations of police collusion that have accompanied these investigations. The course will make extensive use of primary evidence.

- [HC 839 / Topics in British and Irish History](#) - ([view](#))

Topics vary with instructor expertise.

Europe

- [HC 851 / The Renaissance Mind](#) - ([view](#))

This course attempts to build up, through readings in the creative writings of the period, a cumulative theory of the Renaissance. Writers covered include Poggio Bracciolini, Pico della Mirandola, Baldassare Castiglione, Niccolo Machiavelli, Thomas More, Francois Rabelais, Francis Bacon, Michel de Montaigne, Thomas Wyatt, Philip Sidney, William Shakespeare, John Donne, Christopher Marlowe, and John Webster.

- [HC 852 / Abolition and Anti-Slavery in Europe, with special reference to Britain, France, & Ireland c. 1789-1865 - \(view\)](#)

In the late nineteenth century, opposition to slavery was spreading in Europe, mostly due to the involvement of dissenters and radicals. French revolutionaries banned slavery within the French Empire after 1789, a decision reversed by Napoleon and then restored in 1848. The British parliament banned the slave trade in 1807 and slavery in 1833: both acts were supported by Irish MPs. After 1833, opponents of slavery in Europe (notably the Irish Catholic Daniel O'Connell) increasingly turned their attention to Abolition in America. This course examines anti-slavery agitation in Europe and its connections with American Abolition.

- [HC 853 / The Tower and the Abyss: 19th Century European Intellectual and Cultural History - \(view\)](#)

This course examines the major thinkers and analytic paradigms of the nineteenth century. It studies exemplary works of fiction, exploring the relationship between literature, philosophy, and social theory. A major theme is the cultural and political impact of the perceived decline, absence, or death of God, and the ways that ideology, history, science, and art came to occupy the space "vacated" by religion. We will read texts by or about the Romantics, Kant, Hegel, Marx, Mill, Kierkegaard, Flaubert, Dostoevsky, George Eliot, and Nietzsche, among others.

- [HC 854 / Progress, Power, and Catastrophe: 20th Century European Intellectual and Cultural History - \(view\)](#)

This course explores the rich intellectual life of the twentieth century, focusing on how key thinkers both contributed and responded to the enormous dislocations of European modernity. The class takes up the radical challenges to the Enlightenment heritage; the promise and perils of politics as a means of redemption; the search for ethical commitment and moral order in the absence of absolutes; the critique of power as it operates in knowledge, institutions, and technology; and different visions of liberation. Individual units are devoted to psychoanalysis, western Marxism, existentialism, feminism, and post-structuralism; featured thinkers include Freud, Adorno, Horkheimer, Camus, Sartre, de Beauvoir, Marcuse, Foucault, Baudrillard, and Zizek, among others.

- [HC 855 / Topics in European History](#) - ([view](#))

Topics vary with instructor expertise.

Global

- [HC 871 / The Trans-Atlantic Slave Trade & the Making of the Modern World](#) - ([view](#))

This world history course focuses on the global dynamics of the trans-Atlantic slave trade, its impact on world history from the 16th to the 19th century and its repercussions today. The course raises a fundamental question, "What were the origins and dynamics of the trans-Atlantic slave trade and how has it shaped economic, political, religious, gender and racial identities in the modern world?" Through lectures, discussion, journal writing, book reviews and research in primary documents, students study the nature of global interactions between peoples and cultures through several humanities disciplines such as history, literature and religion. The seminar also focuses on the centrality of Christianity as (1) an incentive and rationale for slavery from the 16th to the 18th centuries; (2) the foundation for moral arguments against slavery in the 19th century; and (3) one of the central components behind cultural change and identity formation for over three centuries. The nature of g

- [HC 872 / The Springtime of the Peoples?](#) - ([view](#))

1848 marked a watershed in nineteenth-century European political history, despite the fact that many of the uprisings associated with this year were quickly put down. The repercussions of this short-lived revolutionary activity were felt as far away as Australia, Cape Town (South Africa) and in North and South America. This course examines the impact of the 1848 revolutions, placing these political upheavals in the context of other cultural, technological and ideological changes that were taking place, both in Europe and elsewhere.

- [HC 873 / Age of Revolutions c. 1688 to 1917](#) - ([view](#))

This course examines the revolutionary continuum that swept the world in the long eighteenth and nineteenth centuries. It begins with Britain's "Glorious Revolution" of 1688, examines America's War of Independence (or was it a "Revolution"?), and continues through the global revolutionary year of 1848 and beyond. Throughout the course, the various revolutions examined will be placed in their wider social, cultural, scientific, and ideological contexts.

- [HC 874 / The Empire Strikes Back: The Struggles for Independence from the British Empire, with special reference to China, India, and Ireland](#) - ([view](#))

In 1921 the British Empire was the largest empire in history, including one-quarter of the world's population. Yet, starting with the loss of the American colonies in the eighteenth century, the history of the British Empire was also a history of multiple struggles to achieve independence by the colonised territories. But independence was often slow to come, and the outcome was sometimes partial and piecemeal, creating fresh problems for the new governments. With special attention to China, India, and Ireland, this course will examine the struggles to win independence from Britain. It will ask why limited Home Rule was granted in some British territories but not in others during the nineteenth and early twentieth centuries, what steps were taken by the native populations to achieve political independence, how the British state responded to these challenges, what was the longer-term legacy of the British Empire, and what lessons can be drawn by imperial powers in the twenty-first

- [HC 875 / Here, There, and Everywhere: The 1960s as Global History](#) - (view)

This class, organized around the tumultuous year 1968, looks at the 1960s in international perspective, exploring the connections between events, social movements, key figures, and forms of cultural expression in disparate regions. It focuses on the dramatic challenges to entrenched forms of political, economic, and military power, as well as to hierarchies of race, gender, and class. It explores the meaning of the 1960s as "living history," both by considering representations of the era within popular memory and by employing some of the experimental pedagogy of the 1960s. Key texts include works of history, memoirs, social theory, and literature, as well as films and popular music. Units will cover events in the United States, Europe, and Latin America; the international "language of dissent"; global countercultures; transformations of everyday life; and the question of legacies.

- [HC 876 / Topics in Global History](#) - (view)

Topics vary with instructor expertise.

- [HC 877 / Modern Jewish Intellectual History 1650-1950](#) - (view)

This course will explore the impact on Jewish thought and religion of modernity, beginning with the radical critique of religion by Baruch Spinoza. The course analyzes the Haskalah, or Hebrew Enlightenment, from its inception by Moses Mendelssohn in late eighteenth century to the emergence of the Reform movement, as well as its various permutations in Eastern European Jewish thought, through to the emergence of Zionism. It will conclude with an overview of the post-Holocaust denominations of American Judaism with a particular focus on the theology of Mordechai Kaplan, the founder of Reconstructionist Judaism.

History of Science and Medicine

- [HC 881 / Experts, Intellectuals, and Scientists: History and the Sociology of Knowledge](#) - ([view](#))

Conceptions of the role of the expert, the intellectual, and especially the scientist have shifted dramatically over the course of the twentieth century, resulting in radical changes in the image and authority of each. Starting with foundational texts in the history of the sociology of knowledge, this course seeks to treat "science" as a particular case study in the broader history of intellectual expertise. From early gentlemen's agreements at the Royal Society to the all-out science wars of the 1990s, and from large macroscale concerns that attempted to relate science to democracy and Marxism (both of which treated science as a distinctive and objective form of knowledge) to later provocative microscale studies that challenged received notions of "truth", "fact" and "scientist" altogether, we will incorporate perspectives from classical sociology, anthropology, epistemology, and literary theory, along with critiques from gender studies and science studies, in an attempt to better un

- [HC 882 / Secrets of Life: The History of Genetics in the 20th Century](#) - ([view](#))

This course surveys the history of genetics one of the paradigmatic life sciences of the twentieth century from experimental plant and animal breeding at the dawn of the twentieth century to the completion of the Human Genome Project by the century's end. We will follow a series of famous geneticists in their quest to understand and ultimately to control the hereditary substance, from the first coining of the word "gene" in 1909 to present-day attempts to manufacture life in the test tube. From the invention of hybrid corn and other new synthetic species during the emergence of classical genetics, to the discovery of the structure of DNA, the cracking of the genetic code, and the rise of biotechnology, geneticists have sought to use their knowledge to find solutions to humanity's many ills. They have also sometimes deliberately, sometimes inadvertently promoted the social application of genetical principles in a field often described as "eugenics." Science, technology, society, and polit

- [HC 883 / Knowledge in Motion: Local Science, World Contexts](#) - ([view](#))

This course surveys the history of science from the dawn of agriculture to the present day, seeking to move beyond classic accounts of "the West and the rest" to examine the history of science in the global context and in the process, to challenge our very notions of science itself. Topics to be explored include the history of ancient, Arabic, and medieval European science and mathematics; the "Scientific Revolution" and the new uses of mixed mathematics in astronomy and natural philosophy; and the integration of biological and other field sciences with larger colonialist and nationalist projects. We will broaden our understanding of the contributions of various world cultures to the history of science, and explore

the ways in which particular local cultural realities make certain kinds of scientific developments possible. We will pay particular attention to places and practices of knowledge (school, laboratory, field, museum, journal); the relations of science/mathematics and religio

- [HC 884 / Gender, Sexuality, and Medicine in Modern Europe](#) - ([view](#))

Medicine has played a crucial role in the way we understand and experience gender and sexuality in the modern era. Recent years have seen the emergence of a growing body of historical literature that addresses these issues, concentrating on such themes as attempts to control sexual behavior, ideas of femininity and masculinity in clinical diagnoses, the "invention" of homosexuality, and the impact of gender on the production of medical knowledge. In this seminar we will explore some of these themes by examining several distinct settings in which modern medicine has helped shape and been shaped by ideas about gender and sexuality.

- [HC 885 / History of the Body](#) - ([view](#))

From eugenics to bodybuilding, tattooing to anorexia, cosmetic surgery to reproductive technology: in modern times the body has been the site of the most personal and the most political battles. Various experts and historical actors have sought to understand, discipline, and shape it to conform to a variety of agendas. Rather than remaining unchanged over time, the human body (and our experience of it) has evolved in response to such pressures. This seminar explores major themes in the history of the body in the modern Western world. We will probe the myth of the ideal body and explore historical attempts to construct a "normal" body. We will examine a wide range of practices through which individuals have attempted to shape their identities through the reshaping of their bodies. Finally, we will explore the medicalization of the body and the role of science as an authoritative discourse in this process.

- [HC 886 / Topics in the History of Science](#) - ([view](#))

Topics vary with instructor expertise.

Thematic Courses

- [HC 891 / The Classical Tradition in the 19th and 20th Centuries](#) - ([view](#))

Major landmarks in the history of ideas, both American and European, historical and literary, engaged with the past of Greece and Rome. How did major thinkers, and even the most radically innovative movements, use and change that tradition in order to move forward? Topics covered include the Renaissance, the American founders, the French Revolution, the modern humanistic university, Romantic philhellenism, Matthew Arnold, Friedrich Nietzsche, James Frazer, Modernism,

James Joyce, Leo Strauss, and current issues. No prior knowledge of classical antiquity is required.

- [HC 892 / Utopias and Utopian Thought](#) - ([view](#))

Since ancient times the perceived ills of the world as it is in short, of history have led people to imagine a perfect world. Utopian dreams can take the form of fiction (hopeful, satirical, or dystopian), religious movements, revolutionary programs, alternative communities, or symbolic enactments seen in festivals and World's Fairs. Can we radically change the conditions of human nature and society in the real world? Topics include Plato's Republic, the Bible, More's Utopia, the French Revolution, utopian socialists and Marx, Edward Bellamy and William Morris, World War I and twentieth-century dystopias, theorists, the World Wide Web, and the future of utopia.

- [HC 893 / The History of the Book](#) - ([view](#))

A global survey of the social, economic, and political history of print, and its use as a medium to disseminate ideas. Topics include the history of printing, literacy, publishing, reading, censorship, intellectual property, the profession of letters, academic literary studies, canon formation, lexicography, libraries, and journalism.

Crosslisted Theological School Courses

- [CHIST 250 / America: One Nation, One God?](#) - ([view](#))

Weaving historical insights and perspectives into current concerns about religion and national identity, this class focuses on major religious movements, personalities, and topics in the United States. It foregrounds the study of American Christian traditions, due to their historical influence, yet also gives some attention to non-Christian religions as well. Signature of instructor required for registration. Prerequisite: Prerequisite: [CHIST 203](#) or its equivalent.

- [CHIST 255 / God, Sex, and the Making of American Families](#) - ([view](#))

This course examines how religious ideas and practices - particularly forms of Christianity - have influenced both private and public understandings of sex and family in the United States. Themes include the regulation of sex practices within and outside of marriage; the conflation of monogamous marriage with virtue and republican ideology; the meanings of domesticity; domesticity's shadows, including slavery and polygamy; and same-sex love and the emergence of modern sexual identities and practices. Prerequisite: [CHIST 203](#) or equivalent.

- [CHIST 268 / Race and American Christianity](#) - ([view](#))

An intensive consideration of the power of race in American Christian cultures, with an emphasis on recent critical theories of race. Same as: COMFE 268.

- [CHIST 269 / History of Missions from the Reform Era to the Twentieth Century](#) - ([view](#))

Beginning with the emergence of mission energy within Roman Catholic religious societies in the sixteenth century, this course will follow the spread of Christianity from Europe and then England and North America, finishing with the twentieth-century mission impulse from the "missionized" Christian world. Prerequisite: [CHIST 203](#) or its equivalent.

- [CHIST 279 / Revivalism and American Christianity](#) - ([view](#))

This course will explore the ways in which scholars have understood the religious phenomenon known as "revival." Using both primary and secondary sources and moving from the early 18th century to the 20th, we will investigate this topic as a historiographical problem and look for new ways to talk about the elements of religious experience that have conventionally been marked as the framework for revivals.

- [CHIST 282 / Is God On Our Side? Religion and U.S. Politics](#) - ([view](#))

A study of the influences of religion, particularly Christian traditions, on political developments in the U.S from the early national period up to the present. Themes include the First Amendment and its litigation, Protestant projections of American manifest destiny, religious interventions in contested matters such as family life, the twentieth-century invention of the Judeo-Christian tradition, and the continuing quest to create a Christian America. Course may be repeated. Signature of instructor required for registration. Prerequisite: [CHIST 203](#) or its equivalent.

Crosslisted Undergraduate Courses

- [ANTH 102 / Ethnographic Research Methods](#) - ([view](#))

A graduated course offering an introduction to qualitative work in cultural anthropology-participant-observation, ethnographic interviewing, and the roles of surveys and questionnaires. Writing a research proposal and conducting in-situ work on the Drew campus form the core of assignments. Prerequisite: [ANTH 4](#) or permission of instructor. Offered spring semester.

- [ANTH 131 / Gender and Culture](#) - ([view](#))

A study of the construction of gender across cultures. The course considers how culture influences and shapes gender roles in varying human domains, such as religion, creative traditions, work, scholarship and research, and popular culture. Prerequisite: [ANTH 4](#) or permission of instructor. Offering to be determined. Same as: [WMST 131](#).

- [ENGL 125 / Approaches to Literature: Biographical](#) - ([view](#))

How much can we read into a work based on our knowledge of a writer's life? In this course we will look at literary texts in relation to letters and diaries. We will then look at how biographers and literary critics used those same letters and diaries to say something about the author's life or writings. After reading some essays by biographers about the challenges that they have faced in their work, students will attempt to compose an argument of their own by drawing on letters, diaries, or other primary sources. Amount of credit established at time of registration. Course may be repeated. Enrollment priority: given to English majors and minors. Prerequisite: [ENGL 20A](#) and 20B and [ENGL 21A](#) and 21B. Offered in alternate fall semesters.

- [GERM 130 / German Literature in English](#) - ([view](#))

A study of a topic related to German literature. Topics vary but include The Fairy Tales of the Brothers Grimm, The Faust Tradition, Humor in German Literature, and German-Jewish Literature and Culture. Readings and discussions in English. Course may be repeated. Signature of instructor required for registration. Offering to be determined.

- [GERM 134 / German Film in English](#) - ([view](#))

An examination of a theme or period in German cinema. Topics vary but include Film of the Weimar Era, World War II through the Lens of Film, and new German Cinema. Readings and discussions in English. Amount of credit established at time of registration. Course may be repeated. Offering to be determined.

- [GERM 138 / German Studies in English](#) - ([view](#))

No description is available for this course. Course may be repeated.

- [MUS 101 / Music of the Medieval, Renaissance, and Baroque Eras](#) - ([view](#))

An overview of Western art music from ancient Greece to the music of Bach and Handel. We will study a core repertoire of music in its historical contexts and explore debates of what these pieces may have sounded like when they were first performed. Students will also learn about the field of music history and the tools available for music research at Drew. At least one class trip to a performance of

music before 1750 will be required. Enrollment priority: Limited to those with junior or senior standing. Prerequisite: [MUS 3](#). Offered fall semester in alternate years. Same as: LITST 731.

- [MUS 103 / Music of the Classic and Romantic Eras](#) - ([view](#))

An in-depth study of Western art music from the Enlightenment to Late Romanticism. We will study representative works in historical contexts ranging from the emergence of modern concert life in the mid-1700s to nineteenth-century Romanticism, nationalism, and exoticism. Students will apply the knowledge gained from coursework to the understanding of recent musicological scholarship. At least one class trip to a performance of music studied in class will be required." Enrollment priority: Limited to those with junior or senior standing. Prerequisite: [MUS 3](#). Offered spring semester in alternate years.

- [MUS 111 / Music of the Twentieth and Twenty-First Centuries](#) - ([view](#))

An exploration of the revolutionary changes in music composition, performance, and reception since 1900. Topics include the challenges of modernism and modernity, political upheaval, technological innovation, globalization, and the rising importance of popular music and jazz. Emphasis on learning effective communication of opinions about challenging musical repertoire through written assignments and oral presentations. At least one class trip to a performance of music studied in class will be required. Enrollment priority: Limited to those with junior or senior standing. Prerequisite: [MUS 3](#). Offered fall semester in alternate years.

- [MUS 141 / Topics in Music History](#) - ([view](#))

An in-depth study of a topic, viewpoint, or methodology in music history. Topic will vary according to faculty expertise and student interest. May be repeated as topic changes. Enrollment priority: Limited to those with junior or senior standing. Signature of instructor required for registration. Prerequisite: [MUS 3](#). Offered spring semester in alternate years.

- [PHIL 113 / Analytic Philosophy](#) - ([view](#))

A seminar on influential work of 20th-century philosophers who developed and practiced methods of analysis. Discussions center on problems in the philosophy of language and on problems of epistemology concerning the grounds for our knowledge of the external world, of the past, and of ourselves and others. Readings are drawn from the works of Russell, Moore, Ayer, Ryle, Strawson, and Quine. Offered fall semester in even-numbered years. Same as: HISTG 111.

- [PHIL 114 / Existentialism](#) - ([view](#))

A study of the classics of, and major influences upon, existentialist thought. Authors emphasized are Kierkegaard, Heidegger, Camus, and Sartre. Some attention is given to Husserl's phenomenology and its influence outside philosophy proper. Offered spring semester in odd-numbered years. Same as: HISTG 110.

- [PHIL 117 / History of 19th-Century Philosophy](#) - ([view](#))

A study of post-Kantian Continental philosophical systems from Hegel through Nietzsche. Other major figures studied are Fichte, Schopenhauer, Feuerbach, and Marx. Offered alternate years. Same as: HISTG 117.

- [PHIL 153 / Seminar in the History of Philosophy](#) - ([view](#))

A seminar centered on the study of a major historical figure, such as Plato, Aristotle, or Kant, or an influential movement, such as pragmatism, logical positivism, or process philosophy. Topic determined each year. May be repeated for credit as topic changes. Offered annually. Same as: HISTG 153.

- [PSCI 197 / Education Policy and Politics](#) - ([view](#))

This course will analyze both the politics and the policy of schooling in the United States. On the political side, we will explore the debate over the purposes of public education and the use of education as an electoral issue, as well as the individuals, groups, and institutions that compete to control schools, and how and where they seek to advance their different interests and values. On the policy side, we will analyze the impact of democratic control, federalism, and checks and balances on the provision of education in the U.S. and how and why school governance has evolved over time. The course will also examine the debates over specific school reforms such as: standards and testing, equalization of school finance, school choice, and the No Child Left Behind Act, as well as the unique challenges facing urban schools. Offered annually.

- [PSCI 198 / Race and Politics](#) - ([view](#))

This course will examine the role of race in American politics and its contemporary significance to the nation's citizens, politicians, and governmental institutions. Questions will include: What are the primary intra- and inter-group dynamics that shape contemporary minority politics? How do the politics of race intersect with the politics of class and gender? What opportunities and challenges exist in mobilizing the members of minority groups for political action in the U.S.? What role have racial issues and attitudes played in the electoral strategies of political parties and candidates and in the electoral choices of voters? How do the structures and processes of American political institutions affect the efforts of

minority groups to secure political influence? How has the rise to power of minority politicians-particularly in many urban areas-affected policymaking? How successful have minority groups been in their quest to use government to expand economic and educational opportunity? How are demographic forces likely to reshape the politics of race and -American politics more generally- in the 21st century? Offered annually.

- [REL 146 / Ethics of Just War](#) - ([view](#))

Moral and religious issues in warfare, including classical and contemporary views. The course will cover but not be limited to the following: Christian just war doctrine, moral realism and war, the rules of war, war crimes, guerrilla warfare, terrorism, nuclear weapons, spying and espionage, and war in Jewish and Islamic thought. Offered spring semester in even-numbered years.

- [SOC 110 / Sociology of Mass Communications](#) - ([view](#))

An overview of how the mass media and American cultural, political and economic institutions mutually affect each other. Systems of mass communication examined include books, the Internet, magazines, movies, newspapers, and television. Two topics to be emphasized are: 1) the production, control, and consumption of various forms of information in the mass media; 2) comparative analyses of the uses of mass media in different countries. Prerequisite: [SOC 1](#) or permission of instructor. Offered fall semester. Same as: BKHIS 810.

- [SOC 115 / Political Sociology](#) - ([view](#))

A presentation of the main themes and the dominant theoretical perspectives involved in the study of political processes and political institutions. Topics include politics, elections, nation building, national elites and public policy making, parties, and social movements. Prerequisite: [SOC 1](#) or permission of instructor. Offered spring semester. Same as: RLSOC 115.

- [SOC 125 / Classical Sociological Theory](#) - ([view](#))

An examination of classical sociological theory, including the works of such theorists as Addams, DuBois, Durkheim, Martineau, Marx, Simmel, and Weber. Objectives include (1) assessment of how social and intellectual forces influenced the development of these theories; (2) examination of the construction and testing of specific theories; and (3) demonstration of how classical theory has contributed to the development of contemporary sociological theory. Prerequisite: [SOC 1](#). Offered fall semester. Same as: HISTG 125. Same as: HISTG 125.

- [SOC 131 / Contemporary Issues in Sociology](#) - ([view](#))

An examination of contemporary issues and topics in sociology. The particular issue or topic changes from time to time. May be repeated for credit as topic changes. Prerequisite: [SOC 1](#) or permission of instructor. Offering to be determined.

- [WMST 111 / History of Feminist Thought](#) - ([view](#))

An interdisciplinary course that explores the development of feminist theories principally in the United States and Europe from Mary Wollstonecraft through "the Second Wave. The course examines the work of such theorists as Wollstonecraft, John Stuart Mill and Harriet Taylor, Elizabeth Cady Stanton, Anna Julia Cooper, Emma Goldman, Charlotte Perkins Gilman, Mary Church Terrell, Simone de Beauvoir, Betty Friedan, as well as feminism's evolving conversations with liberalism, Marxism, and psychoanalysis and its dialogues with the anti-slavery/civil rights movements and the gay/lesbian rights movements. Signature of instructor required for registration. Prerequisite: WMST 12. Offered fall semester in alternate years. Same as: WMSTG 711S [WMSTG 711](#) [WGST 111](#).

- [WMST 112 / Contemporary Feminist Theory and Methodology](#) - ([view](#))

An interdisciplinary course focused on contemporary feminist theory. The objectives of the course are first, to explore the broad range of theories that make up the body of contemporary scholarship referred to as "feminist theory"; second, to examine feminist critiques and innovations in methodologies in many fields; and third, to consider some of the fundamental questions these theories raise about the origins of gender difference, the nature and origins of patriarchy, the intersections between gender, race, class, sexuality, and nationality as categories of analysis and bases of oppression or empowerment. Signature of instructor required for registration. Prerequisite: WMST 12. Offered fall semester in alternate years. Same as: HISTG 112 [WMSTG 710](#) [WGST 112](#).

Student Resources

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Costs

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Overview

Tuition pays only a portion of the cost of a Drew education. Every Drew student is the beneficiary of gifts from three major sources: endowment funds from gifts and bequests; gifts for capital investment in land, buildings, and equipment; and annual contributions from alumni, parents, friends, businesses, and churches.

While all tuition and fees are set by the university trustees in the spring when they meet to approve the next annual budget, the University reserves the right to adjust charges and regulations at the beginning of each semester. The University makes every effort to hold increases at a minimum; however, recent experience indicates that students should plan on cost increases at least equal to the inflation rate for higher education.

The Caspersen School 2005-2006

	Residents		Commuters	
	First Semester	Academic Year	First Semester	Academic Year
Tuition (Full Time) (9 credit hours @ \$1,615)	\$14,535	\$29,070	\$14,535	\$29,070
Room (Double)	\$2,407	\$5,408		
Board (Optional)	\$1,487	\$2,974		
General Fee	\$265	\$530	\$265	\$530
Network Fee	\$80	\$160	\$80	\$160

Total \$18,774 \$37,548 \$14,880 \$29,760

Other Fees, Deposits and Charges

The following 2005-2006 costs are figured on an annual basis unless noted otherwise:

- Enrollment deposit (all entering students) \$150
- Housing reservation deposit (new resident students) 250
- Orientation fee (new students, fall) 125 (new students, spring) 25
- Security deposit (all full-time students; payable first semester of attendance) 400
- Late registration fee (per semester) 125
- Late payment fee (per semester) 500
- Student Health/Accident Insurance (optional) 1,160 *
- Student Health/Accident Insurance - International Students 1,193 *
- Tuition Refund Insurance (optional) (per semester) 70
- Parking permit 100
- Transcripts (new students) 25
- One-day or same-day service, \$10 extra per transcript

*2004-2005 rate; expect 2005-2006 costs to be higher

Explanation of Deposits, Fees, and Other Charges (2005-2006)

Tuition. Students pay \$1,615 for each credit hour.

Audits. Degree candidates taking courses for credit, with the approval of the adviser and the instructor, may audit one or more courses each semester without additional charge, provided these audits are not entered on the student's record (the student should not register for these unofficial audits). When entered as a part of the student's registration and when participation is certified by the instructor, audited courses will be recorded on the student's permanent record. In this instance, students are charged at one half the normal per credit tuition rate.

Candidates not enrolled in courses for credit may informally audit courses relevant to their preparation for the comprehensive examinations or the dissertation, in consultation with their advisers and with the approval of the instructor. A charge of one half the normal per credit tuition rate is made if such audits are to be recorded on the permanent record. If the student registers to audit a course, they will be charged the audit rate and the course will be entered on their record.

Spouses of full-time graduate students, with the approval of the instructor, may audit two Graduate School courses per semester as unofficial auditors without tuition charge (the spouse should not register for these unofficial audits). Spouses who wish to have audits

entered on the academic record or take courses for credit are charged at the regular audit or tuition rate and must register in the usual manner.

Thesis Supervision. M.A. candidates (part or full time) pay regular tuition charges for all courses required to earn the master's degree. The three credit thesis tutorial, which covers the supervision of the master's thesis, is a required course. M.A. candidates who do not complete the thesis during the resident year pay a "maintaining matriculation" fee of \$400 per semester until they graduate, and all students must be maintaining matriculation at the time they graduate.

Dissertation Supervision. For Ph.D. candidates, a minimum charge of one year's tuition is made for the supervision of the dissertation program, chargeable in the year following the student's completion of course and comprehensive examination requirements. Prior to the completion of comprehensive examinations, a \$400 per semester "maintaining matriculation" fee is charged for each semester the student is not enrolled in course work. Students who do not complete the dissertation during the dissertation year are charged \$400 per semester in the program.

Apartment Rentals

Family-Style Housing. As available, on- and off-campus apartments are assigned for graduate students who are married and/or who have dependent children under the age of 18 living with them. Apartments are unfurnished.

Housing fees for the 2005-2006 academic year range from \$3,874 per semester for a one-bedroom apartment to \$5,600 per semester for a three-bedroom apartment. The months of June, July, and August are billed separately. Rates for on-campus apartments include electricity, gas, water, and campus telephone service. Students may arrange for monthly payments with the Business Office.

Occupancy agreements for family-style housing generally begin September 1 and terminate June 30. Students who expect to graduate after a fall semester may request occupancy agreements that expire January 15.

Single-Student Housing. As available, housing for single students is assigned in Green Villa Suites or Loantaka Houses. A single bed (35" x 80" mattress), dresser, desk, lighted carrel, and desk chair are provided for each single student. Common areas are furnished with a dining table and chairs and lounge furniture.

Rates for single students for the 2005-2006 academic year are \$2,859 per semester for a single room, \$2,704 per semester for a double room, and \$1,473 per semester for a commuter room (access three nights per week). The months of June, July, and August are billed separately. Students may arrange for monthly payments with the Business Office. Electricity, gas, and water are included in the fee; students make their own arrangements for telephone and internet service.

Occupancy agreements for single-student housing usually begin September 1 and end May 31.

For additional information, please contact the Housing Office at 973/408-3037.

Other Costs

Board. Students may establish credit for campus meals with the Business Office.

General Fee. The general fee is used to support the operation of the University Center and student activities, including the student government, social activities, and other university-wide projects. The fee covers the cost to each student of most student publications, admission to home athletic contests, and most social and cultural events. The general fee also entitles the student to diagnosis and treatment of minor illnesses at the Health Center .

Network Fee. The network fee supports University's campus-wide network; which enables students to 1) send and receive electronic messages, reports, and assignments from professors and fellow students; 2) access the University Library's online catalog system to retrieve reference and bibliographic information; 3) access the Internet; 4) register and access student information online.

Health Services, Family-in-Residence Plan. The basic General Fee covers the enrolled student only. Students who are U.S. citizens or permanent resident aliens and who have spouses and/or children living with them may obtain family coverage at the Health Services for an additional annual fee. International students who have spouses and/or children living with them must obtain family coverage through the University. In 2004-2005 the approximate cost for this insurance was \$3,500 in addition to the student health insurance cost of \$1,193. These costs are expected to increase for the 2005-2006 academic year.

Student Health/Accident Insurance Plan. All full-time Drew students, excluding their families, are automatically billed for this comprehensive medical expense insurance plan. Students may waive this insurance by verifying other coverage with their approved insurance plan.

Tuition Refund Insurance. A per-semester fee that provides for a pro rata refund in the event of student withdrawal/leave of absence due to physical, mental or nervous disability in accord with the University's refund policy as described below. All students are automatically billed for tuition refund insurance. Students may waive this insurance by submitting a waiver card.

Enrollment Deposit. A deposit paid upon acceptance of admission verifies the student's acceptance of the offer of admission and reserves a place in the class. The deposit is refunded at graduation or upon withdrawal from the University after outstanding fines, penalties, and/or miscellaneous charges have been cleared. In the case of withdrawals, the

deposit is nonrefundable after July 1 for the fall semester and after December 15 for the spring semester.

Housing Reservation Deposit. This deposit for new resident students is payable with the Application for Housing form. The deposit is nonrefundable except in cases where the University is unable to provide housing. In case of withdrawals prior to enrollment, the deposit is nonrefundable after July 1 for the fall semester and after December 15 for the spring semester.

Security Deposit. This fee is a one-time deposit and is payable with first tuition payment. The deposit is refunded at graduation or upon withdrawal from the University after any outstanding fines, penalties, and/or miscellaneous charges have been cleared.

Orientation Fee. All new students pay an orientation fee. The fee covers all orientation costs, including several meals on campus during the first week of the semester. Students entering in the spring semester pay an adjusted fee.

Telephone Service. Campus telephone service is a part of on-campus housing for resident students. There is no charge for initial installation; however, a fee is charged for subsequent moves or changes. Students may receive an authorization code for toll/long distance calls by signing a payment agreement.

Microfilm and Copyright. Under an arrangement with University Microfilms, all Ph.D. dissertations are published in microform and the abstract is published in Dissertation Abstracts. The microfilming and publication charge is \$55. At the option of the candidate, University Microfilms will secure a copyright on the dissertation on the candidate's behalf for an additional charge of \$45.

Transcripts of Record. Students may have official transcripts mailed to other institutions, prospective employers, or other agencies by completing a transcript request form available at the Registrar's Office or by notifying the office by mail. All requests for transcripts must be in writing and bear 1) the signature of the record's subject, 2) the date of the request, 3) the dates of attendance, 4) the current address and telephone number of the record's subject, 5) the subject's name at the time of enrollment at Drew, and 6) the subject's Social Security number.

All transcripts must be requested at least seven working days in advance of the date they are to be issued. Students enrolled prior to fall 1994 receive the first transcript for normal processing free of charge, there is a \$5 per copy transcript processing fee for all subsequent requests. Students enrolled in fall 1994, and thereafter have paid a one time, \$25 transcript processing fee in their first year's tuition. Transcripts requested for same-day or one-day processing carry a charge of \$10 per copy regardless of start term.

Issuance of a transcript or other form of grade report must be cleared by the Business Office. The University withholds transcripts or grade reports if a student has an outstanding balance on a student account or if repayment of a loan granted by or through

the University is in arrears. In addition, any necessary transcript fees must be paid before release of the record.

The University does not usually release official transcripts directly to the subject of a record. When such a direct release is required by a graduate school or scholarship agency, the University shall do so only in a secured envelope whose seal must remain intact for the transcript to remain valid.

Payment

Bills are payable in advance, in the first week of August for the fall semester and the first week of January for the spring semester. Accounts not paid by the scheduled dates are subject to a late payment fee. Students who have delinquent accounts at the time of registration may not be permitted to register.

Checks should be made payable to " Drew University " and should be carried or mailed to the Business Office. For the convenience of students, the University accepts Visa, MasterCard, and American Express.

Deferred payment plans are available as additional payment options. The Drew University Tuition Loan Plan allows payment of up to \$3,000 of the semester charges over the first four months of the semester. The current interest rate on this loan is 8 percent. Details on the Tuition Loan Plan will be provided with your semester bill in July. Students may also utilize the Drew University Monthly Payment Plan, administered by [Tuition Management Systems](#) (1-800-722-4867), which allows you to spread your payments over ten monthly payments, beginning in June prior to the Fall semester.

Institutional Refund Policies

Tuition and General Fee Add/Drop Policy. Students wishing to adjust their schedules may do so without penalty during the first two weeks of classes. They may add or drop classes only with the approval of their advisers. Any charges made for tuition for courses officially dropped or added during this period are adjusted in full. A reduction in the number of courses carried may result in a reduction in the level of financial aid. Please consult with the Office of Financial Assistance if you have questions. No financial adjustment is made for courses dropped after the first two weeks of the semester. This policy does not apply to withdrawals or leaves of absence (students are not permitted to drop all courses without withdrawing or taking a leave of absence).

Refund Policy for Withdrawal/Leave of Absence. The University's refund policies for students withdrawing or taking a leave of absence are described in the paragraphs below. The policy applicable to an individual student is determined by the particular circumstances of the student, including the timing of the withdrawal/leave of absence, whether or not the student is a participant in a federal or state financial assistance program, and whether or not the student will receive a refund under the Tuition Refund

Plan. No refund is paid to any student who is suspended or required to withdraw or who leaves without first securing the written consent of the dean of student life.

Students Not Receiving Federal or State Aid. Students who take a leave of absence or withdraw for any reason during the first three weeks of the semester and are not eligible to receive a refund under the Tuition Refund Plan are entitled to a prorated refund of certain Institutional Charges (see list of refundable institutional charges below). Prorated charges are based upon the date of actual withdrawal (as determined by the University in accordance with the withdrawal/ leave of absence procedure) according to the following schedule for the fall and spring semesters:

Withdrawl Date	Percentage Refund
First Week of Semester	90%
Second Week of Semester	70%
Third Week of Semester	50%
Fourth Week or More	0%

Summer semester refunds are available only during the first week of classes. Any refunds calculated under this formula will first be used to refund any institutional aid to the University, with any amount left over refunded to the student.

Students Receiving Federal or State Aid. Students receiving Federal or State aid and who take a leave of absence or withdraw for any reason and are not eligible to receive a refund under the Tuition Refund Plan will receive a prorated refund as described above. In the event the University is required to return federal and/or state funds (see Refunds of Federal and State Aid below) in excess of the refund of charges as calculated above, then the student will receive a refund in institutional charges equivalent to the amount that is returned in federal and/or state funds. However, if total financial aid exceeds the amount of institutional charges, a refund will be made of a percentage of institutional charges less non-federal aid equal to the percentage of federal aid returned plus an amount equivalent to any state aid returned.

Refund Policy for Withdrawal/Leave of Absence Covered by the Tuition Refund Plan. Students who are enrolled in the Tuition Refund Plan and are eligible to receive a refund under the Tuition Refund Plan will receive a refund from the insurance company as described in the plan materials. The Tuition Refund Plan provides prorated refunds to students who withdraw or take a leave of absence due to physical, mental or nervous disabilities. All students are billed for the Tuition Refund Plan with their Fall semester bill. Students who decline this coverage must sign a waiver form and are not enrolled for the academic year. Please consult the plan brochure or the University Business Office for additional details. In the event this refund is less than the amount that would be provided under the refund policies above, the University will refund the difference. Any refunds calculated under this policy will first be used to refund federal and state aid and any institutional aid to the University, with any amount left over refunded to the student.

Refundable Institutional Charges

- Tuition
- General Fee
- Board

Refunds of Federal and State Aid. When a student takes a leave of absence or withdraws from the University, federal and state regulations may require the University and/or the student to return a portion of the aid received as described below.

Refunds of Federal Aid. When a student takes a leave of absence or withdraws before completing 60% of the enrollment period, federal regulations require the University and/or the student to return that portion of federal aid funds which has not been earned. This is calculated as follows:

1. The percentage of federal aid earned is calculated by dividing the number of days of the enrollment period completed by the total number of days in the enrollment period.
2. The amount of federal aid earned is calculated by multiplying the percentage of federal aid earned by the amount of federal aid that was disbursed plus the amount of federal aid that could have been disbursed. (Please note that funds that have not met the requirements for disbursement will not be disbursed to the student.)
3. The student is entitled to keep all earned federal aid which has been disbursed and is entitled to receive a post-withdrawal disbursement of all earned federal aid which could have been disbursed.
4. All other federal aid will be returned or canceled.

Refunds of State Aid. When a student withdraws and receives a refund of Institutional Charges, state regulations require the return of a percentage of state aid received. This is calculated as follows:

1. Determine the percentage of total aid that is state aid by dividing the amount of state aid (excluding work earnings) awarded by the total amount of financial aid (excluding work earnings) awarded.
2. Calculate the amount of state aid to be returned by multiplying the percentage of total aid that is state aid by the amount of institutional charges refunded.
3. If a student utilizes any part of an award, it will be treated the same as a full semester payment in calculating the number of semesters of eligibility. Therefore the student may decline the state award and repay the award for the payment period.

Financial Assistance

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- [International Students](#)

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Overview

The intent of Drew University 's financial assistance program is to provide assistance to eligible full- and part-time students on the basis of demonstrated financial need and academic achievement. Financial need is defined as the difference between the comprehensive cost of attending Drew and the student's ability to pay. Ability to pay is determined annually by using a nationally applied needs analysis system. Drew's comprehensive cost includes tuition, fees, room and board, textbooks, travel, and personal expenses.

Students seeking financial assistance should file for aid at the time of their application for admission. Students must fill out and submit the Free Application for Federal Student Aid (FAFSA) to the federal student aid processor no later than February 15. The application may be filled out on-line at www.fafsa.org. A Drew Supplemental Form must also be completed and returned to the Office of Financial Assistance <http://depts.drew.edu/finaid/faforms/>. The Committee on Financial Assistance meets monthly beginning in mid-March to review completed applications for new students, and the FAFSA form and Drew Supplemental Form must have been filed before any aid can be awarded.

Financial aid is offered in a combination of grants (scholarships and other nonrepayable awards), loans (usually at lower than prevailing interest rates), and part-time employment (on and off campus). Each financial aid package is tailored to meet the specific needs of the recipient. The grant portion of the package can range from 20 to 100 percent of tuition.

One-half of a student's annual grant award and loan amount is credited to the student's account each semester. Those with federal work-study jobs or other campus employment receive regular paychecks for time worked. Work-study is NOT credited to the student's account.

Consequences of Noncompliance with Verification Deadlines. Federal regulations require aid administrators to verify selected financial aid applications by comparing reported data with income tax returns and other documentation. Federal aid awards cannot be credited to student accounts until verification is completed. Failure to provide the requested documentation within the specified time period may thus result in the following:

1. Denial of financial aid for a semester or academic year;
2. Drew's inability to process your future financial aid applications;
3. Delay in forwarding of your financial aid application materials to the U.S. Department of Education for review.

International Students

International students who qualify for financial aid will find resources limited. If a student is not an American citizen or permanent resident alien, he or she is not eligible to receive aid under any federal program. This includes the federally funded on-campus work-study program. The need-based grants made are restricted to assisting with tuition only. All other expenses associated with study at Drew, including room and board, books, fees, and personal expenses, must be borne by the student.

Because of the stringent financial reporting prerequisite by the Bureau of Citizenship and Immigration Services (BCIS) (formerly the U.S. Immigration and Naturalization Service [INS]) to the granting of a visa for prospective students and their families, students are required to submit financial documentation, such as sponsor support forms, bank statements, or certifications from other outside funding sources to certify all funds are available to cover the cost of attendance at Drew for one calendar year. Part of these funds can include Drew scholarship assistance and on-campus employment if the student has been appointed to a job prior to arrival.

Scholarships and Awards

Drew graduate scholarships are available to a number of students. The student's academic record determines the amount of scholarship awarded by the Office of Admissions. Scholarship awards range from 20 percent of tuition to full tuition plus stipend for full-time students. Please be aware that not all scholarships listed below are available to students in all programs.

Graduate Academic Merit Scholarships. These scholarships range from 35 to 85 percent of first year tuition and are offered to incoming graduate students. Recipients for the scholarships are nominated by the area faculty in consultation with the Office of Financial Assistance and the dean of the Caspersen School. To retain the scholarship, students must be enrolled full time and shall display meritorious progress toward the degree.

Named Merit Scholarships. Several full-tuition (with stipend at the discretion of the dean) scholarships - the Will Herberg, Robert G. Smith, John W. Bicknell, Shirley Sugerman, Bard Thompson, President's, and Alumni Awards - are given to entering Caspersen School students. Recipients for the scholarships are nominated by the area faculty in consultation with the Office of Financial Assistance and the dean of the Caspersen School. To retain the scholarship, students must be enrolled full time and shall display meritorious progress toward the degree.

Dean's Awards. Several merit awards of 85 percent of tuition are provided to entering students, selected by the dean for academic excellence. To retain the scholarship, students must be enrolled full time and shall display meritorious progress toward the degree.

Masters of Arts in Teaching Awards. These scholarships range from 20 percent to full tuition and are offered to incoming M.A.T. students. To retain these scholarships, students must be enrolled full-time and display meritorious progress toward the degree.

Outstanding International Student Awards. Two full-tuition scholarships are awarded annually to entering international students to recognize past academic performance and promise for continued achievement in the Caspersen School. To retain the scholarship, the student must be enrolled full time and shall display meritorious progress toward the degree.

Association of Independent Colleges and Universities in New Jersey Award (AICUNJ). This award provides a 50 percent scholarship to all full-time employees of the member institutions of this state-wide association of colleges. Interested applicants should contact the Office of Graduate Admissions for the required certification form.

Outside Awards/Resources. Any funds received from sources such as civic organizations or foundations, and other benefits, must be reported to the Office of Financial Assistance. Federal regulations require that these awards be treated as educational resources meeting the financial aid applicant's need. Drew University's policy is that such resources are used first to reduce unmet need, then loan eligibility, the work eligibility and, only if necessary, scholarships and grants.

Teaching Assistantships, in the traditional sense, are limited at Drew. The College of Liberal Arts has always prided itself on its small student-faculty ratio, and the need for student instructors is, therefore, not acute. The Caspersen School does make provisions for a few teaching and research fellowships in each program of study. Those selected for these fellowships assist professors in the Caspersen School, Theological School, or College and serve as scholar apprentices. Fellows are compensated modestly, and the honor of their selection is included in their papers and credentials.

Named Awards

Funding for many Drew Scholarships comes from the earnings of endowed scholarships created by trustees, alumni/ae, and friends of the University.

Sponsored Scholarships and Grants

Educational Opportunity Scholar (EOS) grants are administered by the state of New Jersey to New Jersey residents. Students who were eligible for/or participated in the EOS program as undergraduates may be awarded EOS scholarships of \$2,500 per year for

graduate level study and should contact Drew's Educational Opportunity Scholars Program.

Loans

United Methodist loans frequently are available to students through the United Methodist Conferences and the Board of Education of the United Methodist Church. Applications to the United Methodist Church are made through the Office of Financial Assistance, after the student is in residence and has demonstrated a high quality of academic work.

The Federal Family Education Loan Program and the Federal Perkins Loan Program provide need-based federal student loans that require repayment and have favorable interest rates and a generous repayment period, beginning after enrollment ends. Additional information is available in the Office of Financial Assistance.

The Federal Perkins Loan (if available) is offered to students who have significant need on a funds-available basis. The interest rate during repayment is 5 percent, and aggregate borrowing is limited to a total of \$18,000 for graduate/professional study (including all undergraduate loans). This loan is awarded as part of a financial aid package by the Office of Financial Assistance.

Part-Time Employment

Graduate students may participate in any of several part-time employment programs of the University. The federal government appropriates funds for post-secondary institutions under the Federal College Work-Study and Community Service Program. Under the FWSP, students are hired on campus in part-time jobs that range from clerical positions to career-related work. Eligibility is determined through the filing of the FAFSA.

A number of other campus-based, part-time employment opportunities are available to graduate students through the Office of Student Employment. In addition, a variety of off-campus employment opportunities may be available through the Career Center.

The Federal Immigration and Control Act of 1986 requires Drew to certify identity and determine eligibility of every employee, including students who work at Drew or in a Drew-referred job. Therefore, all students who work at Drew (and/or their spouses who work) must file in advance of their employment an I-9 form with the Student Employment Office.

Financial Assistance Academic Progress Policy

Students must be making qualitative and quantitative academic progress to maintain financial assistance eligibility.

Qualitative Progress. Students who are subject to academic review (see Academic Standards and The Regulations of the CSGS) are also subject to financial assistance review. Students must maintain at least a 3.0 grade point average in master's programs and a 3.1 G.P.A. in doctoral programs to remain in good academic standing. Failure to maintain this average will result in a letter of warning in the first semester after the average fails to meet the standard. Continued failure to attain the minimum G.P.A. can result in academic probation, awarding of a terminal M.A. in the case of doctoral students, or termination from the program.

Quantitative Progress. Students must maintain full-time status to be eligible for financial assistance. Students carrying two courses per semester are eligible for reduced financial assistance. Students carrying one course per semester or less than 6 credits, are not eligible for financial assistance. For a detailed description of the Caspersen School 's Quantitative Progress policy, please refer to the Regulations of the Caspersen School, which are available in the Caspersen School Dean's Office.

Appeals. Appeals of decisions made by the Committee on Academic Standing and Curriculum must be made in writing by the student to the committee or to the dean of the Caspersen School.