



## Project Advance

Please note that there is a per-credit tuition charge (\$115 per credit hour) associated with SU courses, although this charge is significantly discounted, and tuition assistance is available to eligible students. For more information about Syracuse University Project Advance, contact your guidance counselor or visit [www.supa.syr.edu](http://www.supa.syr.edu).

More information, including any required instructional materials, are available on our website at [supa.syr.edu/courses](http://supa.syr.edu/courses). Click on the individual course listing and download a PDF with additional information including required materials and instructor recommendations.

### Course Descriptions:

#### **AAS 112: Introduction to African American Studies**

**Faculty:** Joan Bryant

**SUPA Administrator:** Melanie Nappa-Carroll

**Syracuse University credit:** 3 credits

The course introduces central themes that comprise the interdisciplinary subject of African American Studies. Also referred to as Africana Studies, African Diaspora Studies, or African and African American Studies, the field places the study of North Americans of African descent in a broader context that considers connections to the African continent and to other people of the African Diaspora. This framework enables students to explore common and divergent experiences and identities among varied Black populations.

#### **ACC 151: Introduction to Financial Accounting**

**Faculty:** Karen Kukla

**SUPA Administrator:** Eric Young

**Syracuse University credit:** 4 credits

Prerequisites: Students should have an average grade of B or better in high school math courses and be recommended by their high school math or business instructor.

This course introduces students to financial accounting concepts that aid entrepreneurs, managers, and investors in planning, operating, and analyzing a business. Through its emphasis on interpreting financial statements, this class provides a foundation for managing a business as well as for making personal investment decisions. Students are required to complete a comprehensive project that demonstrates their ability to analyze the financial statements of publicly traded companies and make an informed investment decision based on the analysis.

#### **BIO 121-123/124: General Biology I and II**

**Faculty:** Jason Wiles

**SUPA Administrator:** Eric Young

**Syracuse University credit:** 8 credits

This is a two-semester, eight-credit college course offered through Syracuse University. The course teaches modern biological concepts, including classification of organisms, ecology, human influences on natural ecosystems, microscopy, cells, organic and inorganic chemistry, animal development, genetics, energy, and plant structure and function. During a session, the student may be asked to carry out an experiment, view a demonstration, interpret experimental results, make a drawing to document observations, and so on.

**CAR 102: Art and Craft of Animation****Faculty: Heath Hanlin****SUPA Administrator: Christina Parish****Syracuse University credit: 3 credits**

The Art and Craft of Animation is an introductory course for students interested in exploring animation history and practice, with a strong emphasis on practice. Animation, as a discipline, has historically had a vast number of modalities, techniques and styles. The purpose of this course is to introduce students to some important animation techniques and modalities and to build a foundation for further coursework or personal exploration of this diverse and dynamic artistic medium.

**CHE 106/107: General Chemistry****Faculty: James Spencer, Michael Sponsler****SUPA Administrator: David Tate****Syracuse University credit: 4 credits**

This lecture and lab course make up the first semester of a yearlong course sequence in general chemistry offered through Syracuse University. The lecture course covers the basic concepts of chemistry that are necessary for continued study in chemistry, medicine, biology, engineering, and physics. These concepts include molecules, charged particles, atomic structure, trends in periodicity, chemical bonding, molecular geometry, kinetic molecular theory, and properties of liquids and solutions. The lab teaches basic laboratory procedures and techniques.

**CHE 116/117: General Chemistry****Faculty: James Spencer, Michael Sponsler****SUPA Administrator: David Tate****Syracuse University credit: 4 credits**

This lecture and lab course make up the second semester of a yearlong course sequence in general chemistry offered through Syracuse University. This course covers more advanced and in-depth topics such as chemical kinetics, reaction mechanisms, chemical equilibrium, thermochemistry and thermodynamics, electrochemistry, voltaic cells, nuclear chemistry, organic chemistry, and polymers. The lab course continues to develop students' lab techniques and involves some qualitative analysis procedures.

**CHE 113: Forensic Science****Faculty: James Spencer, Michael Sponsler****SUPA Administrator: David Tate****Syracuse University credit: 4 credits**

This course is intended to provide an introduction to understanding the science behind crime detection. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system, and this course will present a number of those methods that are relevant to crime detection and analysis. The course will emphasize the techniques used in evaluating physical evidence; laboratory exercises will include techniques commonly employed in forensic investigations. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass composition and fragmentation, fingerprints, soil comparisons, and arson investigations, among others.

**CLS 105: College Learning Strategies****Faculty: Marlene Blumin****SUPA Administrator: Kennia Delafe****Syracuse University credit: 3 credits**

Co-requisite: A college or AP course must be taken simultaneously with CLS 105.

College Learning Strategies is the study and application of strategic approaches to learning. Strategies are presented and practiced in order for students to maximize their learning in the context of college lectures, readings, recitations, and independent learning situations. After studying a variety of learning techniques, students will create their own strategies by defining their goals, selecting and implementing strategies, and evaluating the effectiveness of those strategies in their other courses. Some of the topics covered include time and stress management, organizational patterns, note taking, graphic organizers, memory, exam preparation, motivation, collaborative learning, and self-assessment.

**CPS 155: Introduction to Cyber Security****Faculty: Ehat Ercanli****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

This course presents fundamental concepts of security, network organization and operation. Through lectures and lab time, the class will introduce mechanisms and history of software, hardware, and OS security, and it will differentiate between physical, organizational and personal security. By the end of the course, students will be able to monitor a network's functions and performance, control a network's configuration, determine what security is and how it relates to a network, detect and respond to an attack on a network, determine if a network is vulnerable to an attack, prevent harm to a network, and analyze the impact of the protection.

**CPS 185: Introduction to Animation and Game Development****Faculty: Ehat Ercanli****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

This three-credit course offers a highly visual, non-mathematical introduction to computing and computer programming. Our vehicle is the Alice development environment, which allows students without prior experience to rapidly create 3D virtual worlds like those seen in video games. Students will choose environments, populate them with features, creatures and sounds, and animate these elements in simulated three-dimensional space to tell stories, play games, give interactive instructions, etc.

Students work in a small team creating virtual worlds for assignments and a final project, learning the principles of computer programming in the process. You will see the results of your efforts immediately. We aim to improve your skills in exact thinking, analysis/design, and problem-solving, while providing an enjoyable path to more formal study of computing and programming.

**CRS 325: Presentational Speaking****Faculty: Christopher Perrello****SUPA Administrator: Christina Parish****Syracuse University credit: 3 credits**

This course presents the conceptual and practical dimensions of formal presentations in organizational settings. We will examine analysis, adaptation, strategic arrangement, development of ideas, and verbal and nonverbal presentation skills. This course is designed to build a solid understanding of the fundamentals of public presentations, as well as the ability to employ those skills flexibly so that a speaker can adjust selected topics and tactics to specific audiences.

**CSE 283: Introduction to Object-Oriented Design****Faculty: Ehat Ercanli****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

This course focuses on software design principles. It covers the design of computer programs, including top-down and object-oriented design, analysis, testing, user interface, documentation, data structures and graphic I/O. Applications are drawn from science and engineering, and are programmed in C++.

**EAR 203: Earth System Science****Faculty: Gregory Hoke****SUPA Administrator: Kennia Delafe****Syracuse University credit: 4 credits**

In today's world, with increasing global population, the threat of global warming, and a growing demand for raw materials and energy, a basic understanding of the Earth system is more important than ever. Students taking this course will learn how the basic elements of the Earth interact through various linkages and feedbacks that operate over timescales from a few years to millions of years. This course illustrates the interconnectedness of biologic, hydrologic, atmospheric, and geologic processes in shaping our planet. This new approach to geology reflects a more integrated view towards the study of the Earth.

**ECN 203: Economic Ideas and Issues****Faculty: Donald Dutkowsky; Jerry Evensky****SUPA Administrator: Melanie Nappa-Carroll****Syracuse University credit: 3 credits**

This course provides an introduction to modern Western (neoclassical) economic thought. Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomic to the macroeconomic level, emphasizing the connection between these two perspectives. Students will examine the benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand the ongoing economic policy debate between interventionists and non-interventionists. Students will also develop a strong foundation in neoclassical analysis that is applicable to other academic fields as well as to students' everyday experiences. The course is rigorous, but not heavily mathematical. Students should understand basic algebra and geometry.

**ECN 305: The Economics of Personal Finance****Faculty: Donald Dutkowsky****SUPA Administrator: Melanie Nappa-Carroll****Syracuse University credit: 3 credits**

This three-credit course is an Economics course. It applies the fundamental Economic problem – how to efficiently allocate (finite) resources in order to most effectively meet (infinite) human wants and needs – to the study of Personal Finance. In this context, the course covers vocabulary, institutional structures, concepts, and issues to take on the problem of most efficiently allocating finite financial resources to effectively meet students' wants and needs as households in terms of gaining and preserving financial security, now and throughout their lives.

**ECS 102: Introduction to Computing****Faculty: Ehat Ercanli****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

This introductory college course covers computing concepts, principles of programming, applications of computing concepts, and problem solving in engineering and computer science. Laboratory topics will include problem-solving projects from various engineering disciplines.

**EEE 370: Introduction to Entrepreneurship****Faculty: Mirza Tihic****SUPA Administrator: Eric Young****Syracuse University credit: 3 credits**

This is an introductory course intended to provide students with a solid foundation and understanding of the vital role played by entrepreneurs and entrepreneurship in the 21<sup>st</sup> century global economy. During the course, we will assess, explore, critique, and celebrate the phenomenon of entrepreneurship, including its role in society, its process nature, and its ethical dilemmas. Our emphasis is on entrepreneurship as a manageable process that can be applied in virtually any organizational setting, and our primary focus will be on the creation of new ventures, the ways that they come into being, and the factors associated with their success. This course integrates a number of different disciplines, ranging from sociology and psychology to economics, finance, marketing, and human resource management. It also mixes theory and practice, and students will be challenged to apply principles, concepts, and frameworks to real-world situations.

**ENG 181: Class and Literary Texts****Faculty: Sean M. Conrey****SUPA Administrator: Sean M. Conrey****Syracuse University credit: 3 credits**

ENG 181: Class & Literary Texts explores the construction and representation of social class, especially as it affects the production and reception of literary and other cultural texts. Concepts such as social stratification, inequality, and the relationship between wealth, privilege and power provide critical lenses through which to read texts. Fostering a richer understanding of their own implication within these systems of power, this course helps students become better writers and stronger interpretive readers by practicing close reading, evidence-based analysis and argumentation, and independent-inquiry skills. Thus through interpretive practice students develop a basic understanding of core concepts of social class, including stratification, inequality, privilege, capitalism and labor.

**ENG 192: Gender and Literary Texts****Faculty: Carol Fadda****SUPA Administrator: Sean M. Conrey****Syracuse University credit: 3 credits**

ENG 192: Gender & Literary Texts explores the construction and representation of ‘gender,’ especially as it affects the production and reception of literary and other cultural texts. The course foregrounds readers’ *interpretive* practices, i.e., how we read and make meaning in texts, particularly if we interpret them using the premise that gender is a social construct—rather than a natural, ahistorical “essence” that somehow “expresses” our true “selves.” To examine the ways in which literature participates in the social reproduction of gender, as well as the difference that gender makes in the production and reception of literary texts, students will practice extensive close reading, evidence-based analysis and argumentation, and independent-inquiry. Raising awareness of how meanings are created through acts of critical reading, students will thus learn to analyze the ways texts construct categories of difference, including differences of gender, race and social class.

**FRE 201: French III (Intermediate French)****Faculty: Christa Wirth****SUPA Administrator: Kennia Delafe****Syracuse University credit: 4 credits**

This course allows students with skills at the intermediate level to continue their learning of the language and to prepare them for continuing into advanced university courses. By the end of the course, students should be able to sustain understanding of main ideas and details over long stretches of continued discourse, whether written or oral. They should also be able to read a variety of texts with increased comprehension and to write well enough to meet practical needs. Course work will include the use of film and video to develop listening and note-taking skills; role-playing, interviews, and extended narrative accounts to develop speaking skills; and the composition of letters, journals, summaries and reports to develop writing skills.

**GER 201: Intermediate German****Faculty: Mona Eikel-Pohen****SUPA Administrator: Kennia Delafe****Syracuse University credit: 4 credits**

GER 201 is a four-credit intermediate level class. The class is conducted in German and targeted to students who have reached the novice high to intermediate low level of proficiency in German. In GER 201, students review grammatical concepts they are already familiar with from earlier German classes and improve and refine their abilities to speak, write, and understand German. The goal of GER 201 is to bridge the gap between beginners' classes and more advanced studies in the language and culture of the German speaking countries. In addition to work in the textbook, students engage in a variety of activities and projects working with authentic material, such as literary texts; newspaper articles; Internet resources and exercises; songs; films; and excerpts of TV and radio shows. The material allows students to increase their language proficiency as well as broaden their cultural knowledge. By the end of GER 201, students will be able to use the language independently. They will understand the main ideas of a complex text, interact with a degree of fluency and spontaneity, produce clear, detailed text on a wide range of subjects, and explain a viewpoint on a topical issue.

**HEB 101: Hebrew 101****Faculty: Michal Downie****SUPA Administrator: Kennia Delafe****Syracuse University Credit: 4 credits**

HEB 101 is a proficiency-based course that develops the five language skills: listening, speaking, reading, writing and culture. Students are introduced to the alphabet and script of Modern Hebrew and develop curiosity for the Hebrew language expressed in Israeli and Jewish culture. Students will develop an appreciation for the history of the language and its transition from primarily, the language of the scripture, to the spoken language of contemporary Israel. Contact the course administrator for more information.

**HFS 202: The Development of Children****Faculty: Rachel Razza****SUPA Administrator: Eric Young****Syracuse University credit: 3 credits**

HFS 202, The Development of Children, is an overview of the principles of development during infancy, childhood, and youth and the factors that contribute to children's optimal development. The course provides students with an understanding of developmental theories, research methodology, developmental milestones, and the outcomes of developmental processes. In addition, students learn to apply the knowledge and skills they acquire in the classroom to applied settings in order to integrate these experiences. Dr. Carter has developed exercises to accomplish these goals or local instructors can tailor experiences to the individual needs of students or to the resources available in their schools. Students may be able to apply this experience to certifications such as the Child Development Associate (CDA) administered in New York.

**HFS/SPM 327: Human Development and Sport****Faculty: Teresa MacDonald****SUPA Administrator: Eric Young****Syracuse University credit: 3 credits**

Human Development and Sport, examines the dynamics of youth development, social change, and social inclusion in the context of sport. Students examine perspectives of youth development and principles of sport that facilitate personal, social, and cultural development. Students explore ways in which sport-for-development programs provide positive environments and opportunities for collaboration, social change, inclusion, and human enrichment. The connections of sport-based initiatives to community, national, and global developmental issues are explored.

**HST 101: American History to 1865****Faculty: Mark Schmeller****SUPA Administrator: Melanie Nappa-Carroll****Syracuse University credit: 3 credits****HST 102: American History Since 1865****Faculty: Margaret Thompson; Jeffrey Gonda****SUPA Administrator: Melanie Nappa-Carroll****Syracuse University credit: 3 credits**

The American History sequence is a full-year college course comprised of History 101: American History to 1865 and History 102: The United States Since 1865. In this course we will study American attitudes and beliefs about political democracy, social justice, economic opportunity, equality, and the environment, and we will trace how those attitudes and beliefs have evolved in the first two-and-a-half centuries of American history. We will study history as a process through which our society and our country came to be as they are today. It is hoped that, by the end of the course, students will not only know more about the American experience, but will have learned how to read critically, to construct persuasive arguments, to use evidence effectively, and to hone a variety of crucial analytic skills.

**IST 195: Information Technologies****Faculty: Michael Clarke****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

Information Technologies is a basic course in personal information management tools and the place of information technology in the workplace. Going beyond a basic computer literacy course, IST 195 exposes students to a wide variety of techniques to manage information in computerized form, from basic spreadsheet concepts to complex database management systems. Students learn how to develop search strategies to find information in the library, on the World Wide Web, and in massive commercial information retrieval systems.

**IST 256: Applications Programming for Information Systems****Faculty: Michael Fudge****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

Due to the prevalence of technology in our lives, learning to program has become the critical skill of the 21st century. Students will learn practical applications of computer programming such as how to automate tasks, manipulate data and solve problems applicable to almost any academic discipline.

Structured program design, development testing, implementation, and documentation of common information system applications using structured programming languages. Lectures and laboratory.

**IST 263: Introduction to Front-end Web Development****Faculty: Bahram Attaie****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

Combining entrepreneurial methods with real world projects, Web Design and Management is an intensive course that covers the construction and publication of websites for the Internet. Students study and utilize a user-based approach to planning, design, implementation, and management of the websites, all with an entrepreneurial focus. Students become very proficient in HTML, CSS, and PHP, and develop their final projects utilizing a Content Management System (CMS). After taking the course, every student should have the ability and confidence to design and program a website for a small- to medium-sized business or organization.

**IST 323: Introduction to Information Security****Faculty: Joon S. Park****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

IST 323 is intended to teach fundamental elements in information security and introduce the key areas of security challenges, countermeasures, and real-life examples. Topics include security properties, vulnerabilities, cryptography, security policies, access control, authentication, firewalls, wireless security, Internet security protocols, security management, security evaluation, and case studies. Students will also have hands-on experiences in information security through customized online labs.

**ITA 201: Italian III (Intermediate Italian)****Faculty: Antonina DiStefano****SUPA Administrator: Kennia Delafe****Syracuse University credit: 4 credits**

This course is designed to further develop, strengthen, and refine students' language skills. Conducted completely in Italian, the course will review Italian grammar, polish writing and speaking skills, and offer consistent exposure to Italian language and culture. Class work will include interactive oral activities, weekly compositions, and reading and discussion of a variety of authentic texts that span literature, current events, and cultural life. In addition, students will watch films, documentaries, and Italian television programs as the basis for written assignments and discussion.

**LAT 201: Latin III****Faculty: Jeff Carnes****SUPA Administrator: Kennia Delafe****Syracuse University credit: 4 credits**

Through review of elementary morphology and syntax and further study of idioms, rhetorical figures, and increasingly complex syntactical constructions, the student will transition from reading adapted to un-adapted Latin text. Both medieval and classical texts will be studied. In addition to increasing skill in reading Latin texts, students will learn about classical Roman culture, and should gain a greater appreciation for the eloquence of Latin prose style. The class structure will be largely lecture and discussion.

**LAT 310: Latin Prose Authors****Faculty: Jeff Carnes****SUPA Administrator: Kennia Delafe****Syracuse University credit: 3 credits**

In this course, students will continue to develop their Latin skills as they read Catullus and other selected Roman authors chosen by the students. Students in LAT 310 also will read about the history of the late Republic and Early Empire. The course will cover the *De Catilinae Coniuratione* of Sallust and the *Catilinarian Orations* of Cicero. Selections from other prose authors will be introduced throughout the course for review, sight reading, and parallel purposes.



**LAT 320: Latin Poets****Faculty: Jeff Carnes****SUPA Administrator: Kennia Delafe****Syracuse University credit: 3 credits**

Latin 320 begins with prose texts (Cicero's *Catilinarian Orations*, Sallust's *De Catilinae Coniuratione*), then moves on to poetry (selections from Catullus and Lucretius). Students will read a variety of secondary sources on the history of the late Republic and Early Empire. They also will learn how to scan and read the Latin meters of the poems they're reading, and will do some brief English-to-Latin translation exercises. Students can expect to read 60 to 100 lines per week.

**MAT 221: Elementary Probability and Statistics I****Faculty: Hyune-Ju Kim****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 4 credits****MAT 222: Elementary Probability and Statistics II****Faculty: Pinyuen Chen****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

Prerequisite: Algebra competency

This is a two-course sequence in college statistics. The first-semester course provides students with knowledge of elementary probability and statistics. Students will learn basic concepts of descriptive statistics, data collection, probability, and random variables. These concepts prepare students for the second-semester course, which develops a working understanding of the use of a variety of inferential techniques. The sequence culminates in a data analysis project, in which students develop and solve a statistical problem using the methods learned in the course.

**MAT 295: Calculus I****Faculty: Jeff Meyer****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 4 credits**

MAT 295 is the first course of a three-semester course in Calculus offered by the Department of Mathematics. This sequence is designed for science and engineering majors, and for students in other disciplines who intend to take upper level mathematics courses. The sequels to MAT 295 are MAT 296 and MAT 397. Each of these three courses carries 4 credits.

MAT 295 covers concepts of functions, limits, differentiation, integration, and includes applications of these concepts such as graph sketching, optimization, linearization, and the computation of areas, volumes, and arc lengths.

**MAT 296: Calculus II****Faculty: Jeff Meyer****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 4 credits**

MAT 296 is the second course of a three-semester course in Calculus offered by the Department of Mathematics. This sequence is designed for science and engineering majors, and for students in other disciplines who intend to take upper level mathematics courses. The sequel to MAT 296 is MAT 397. Each of these three courses carries 4 credits.

MAT 296 covers concepts of areas between curves, volumes of revolution, techniques of integration, further applications of integration to find the arc length and area of the surface of revolution, parametric equations and polar coordinates and infinite sequences and series.

**MAT 397: Calculus III****Faculty: Dan Zacharia****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 4 credits**

Prerequisite: Students must fulfill one of the following prerequisites: 1) passing Syracuse University MAT 295 and 296 with a grade of C- or better; 2) earning a score of 4 or better on the AP BC Calculus exam; or 3) earning a qualifying score on University examinations.

This is the third course in a three-semester calculus sequence designed for mathematics, science, and engineering majors. Concepts covered include vectors, vector-valued functions, functions of several variables, partial derivatives, and multiple-integration.

**MAT 414: Introduction to Ordinary Differential Equations****Faculty: Dan Zacharia****SUPA Administrator: Avinash Kadaji****Syracuse University credit: 3 credits**

Prerequisites: Passing Syracuse University MAT 295 and 296 with a grade of C- or better; **or** earning a score of 4 or better on the AP BC calculus examination; **or** earning a qualifying score on university examinations **and** passing MAT 397 with a grade of C or better.

MAT 414 is a first course in the study of differential equations. Topics covered include the analytic and qualitative aspects of first-order differential equations (linear and nonlinear), second order linear equations, Laplace transforms, and systems of first order linear equations.

**PHY 101-102: Major Concepts of Physics I and II****Faculty: Carl Rosenzweig****SUPA Administrator: Eric Young****Syracuse University credit: 8 credits (4 credits per course)**

This is the one-year introductory, non-calculus physics sequence offered through Syracuse University. This algebra-based course includes a regularly scheduled lab and provides the necessary physics background for health professionals and others who need physics but are not required to take a calculus-based course. The first semester, PHY 101, will cover traditional topics in mechanics, such as kinematics, Newton's laws, circular motion, gravity and planetary motion, work, energy, momentum, rotational motion, vibrations, and kinetic theory. This semester stresses problem solving and conceptual understanding. The second semester, PHY 102, treats topics dealing with electricity, magnetism, and optics.

**PHY 211/221- 212/222: General Physics I&II****Faculty: Carl Rosenzweig****SUPA Administrator: Eric Young****Syracuse University credit: 8 credits (4 credits each semester)**

PHY 211 introduces the basic concepts in general physics, including kinematics, motion in 1D and 2D, Newton's laws and rotational motion. After completing this course, students will be able to apply the basic principles of physics to describe, predict and analyze simple motion in a wide range of phenomena. Student co-register for PHY 221, the lab course that provides hands-on intuition about general physics covered in the PHY 211 lecture course while developing practical laboratory skills.

In Physics 212, you will learn about electricity, magnetism, and the unification of the two: electromagnetism. The objectives of this course are (1) To develop a basic understanding of the laws of electromagnetism; (2) to develop the ability to apply these new concepts, both qualitatively and quantitatively, to familiar and unfamiliar physical situations. Student co-register for PHY 222, the lab course that provides hands-on intuition about general physics covered in the PHY 212 lecture course while developing practical laboratory skills.

**PST 101: An Introduction to the Analysis of Public Policy**

**Faculty: William Coplin**

**SUPA Administrator: Eric Young**

**Syracuse University credit: 3 credits**

This course is designed to provide students with basic research, communication, and decision-making skills used in public policy analysis. Students will develop a range of applied social science skills that will help them to make more informed choices as citizens, as workers, and as consumers. While studying particular public policy issues, students will practice collecting information and will examine the use of graphs, tables, statistics, surveys, and other informal interviewing procedures. In addition, students will identify a social problem and come up with a proposed public policy to deal with it. They will forecast the impact of that policy on societal conditions, analyze the political factors affecting the policy, and develop strategies to implement the proposed public policy.

**PSY 205: Foundations of Human Behavior**

**Faculty: Meredith Martin**

**SUPA Administrator: Sean M. Conrey**

**Syracuse University credit: 3 credits**

This is an introductory psychology course that surveys the basic principles and research findings within the major areas of psychology, including learning, memory, cognition, development, personality, and social psychology. Students will be presented with opportunities to conduct their own research and to discuss current topics, events, real-life experiences, and applications of psychological theories and research. The course also provides a degree of freedom for students to pursue individual topics of interest.

**SOC 101: Introduction to Sociology**

**Faculty: Andrew London**

**SUPA Administrator: Christina Parish**

**Syracuse University credit: 3 credits**

This is an analytic, skills-based introduction to sociology class that encourages students to see and think about the social world, themselves, and the relations between themselves and the social world in new ways. As this writing-intensive course progresses, students should develop increasing skill in analytic reading and writing, sociological reasoning, empirical research and investigation, and the ability to make empirical and conceptual generalizations about self and society in an increasingly global world. Major topics include: culture, groups, and social structure; the power and influence of the media; self and identity; social inequalities based on race, class, and gender; and social change.

**SPA 201: Spanish III (Intermediate Spanish)**

**Faculty: Elizabeth Juarez-Cummings**

**SUPA Administrator: Kennia Delafe**

**Syracuse University credit: 4 credits**

Using film, TV/radio, and literary texts, this proficiency-based course reviews understanding of the formal structures of language, refines previously acquired linguistic skills, and builds awareness of Spanish culture. Students will use sources in a variety of media to develop oral, listening, writing, and reading skills. By the end of the course, students can be expected to communicate effectively in the language in order to give and get information; survive both predictable and complicated situations; narrate and describe in present, past, and future time; support opinions; and hypothesize. Classes are conducted in Spanish.

**SPM 205: Principles & Contemporary Issues in Sport Management****Faculty: Gina Pauline****SUPA Administrator: Eric Young****Syracuse University credit: 3 credits**

SPM 205: Principles and Contemporary Issues in Sport Management is an introductory course offered through the Syracuse University David Falk College of Sport and Human Dynamics. SPM 205 introduces the student to sport management concepts and sectors through an examination of problems and issues faced by contemporary sport managements. Unique characteristics of sport and resulting social and ethical responsibilities of sport managers will be discussed. In addition to the use of traditional pedagogical teaching methods to deliver basic sport management concepts, students are required to complete a comprehensive, hands-on project that demonstrates their comprehension of the different sectors of the industry covered throughout the semester.

**URP 150/250: Undergraduate Science Research I and II****Faculty: James Spencer****SUPA Administrator: David Tate****Syracuse University credit: 4 credits**

The primary goals of the SUPA Science research Program is to provide critical opportunities for gifted students to understand what constitutes modern scientific research and to gain first-hand mentored experience in research in the scientific disciplines. These goals are achieved through both a close examination of the scientific discovery and communication process and through direct "hands-on" involvement in carefully guided basic and applied research projects. The scientific development and encouragement of young scientists in this Program is promoted and fostered through direct and frequent interactions between teachers, science research professionals and other program participants.

**WGS 101: Women's and Gender Studies****Faculty: Dana Olwan; Gwendolyn Pough****SUPA Administrator: Sean M. Conrey****Syracuse University credit: 3 credits**

This course is an introduction to the interdisciplinary field of women's and gender studies. It introduces students to concepts and issues that are foundational to the study of gender and sexuality. The course focuses on theorizations of power, domination, and patriarchy. It considers how gender is constructed, experienced, and expressed in various and complex ways across different historical periods and geographical spaces. The course approaches the study of gender by foregrounding a critical intersectional feminist lens that pays particular attention the categories of race, class, gender, and sexuality. Through engaging a variety of texts (including films, documentaries music, poetry and novels), students will work together to develop strategies and practices of reading historical issues, cultural products, and contemporary debates from feminist lenses and perspectives.

**WRT 105: Practices of Academic Writing****Faculty: Jonna Gilfus****SUPA Administrator: Sean M. Conrey****Syracuse University credit: 3 credits**

This course teaches students strategies of critical academic writing in various genres, including analysis, argument, and researched writing. The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context, including issues of power, history, difference, and community; and that writing as a process involves reflection and revision. This writing course is a site of active learning where students have responsibility for their own progress and for that of their peers. Students write formal papers for each major unit, in addition to various informal writing assignments and a culminating portfolio.

**WRT 114: Writing Culture: Intro to Creative Nonfiction**

**Faculty: Ivy Kleinbart**

**SUPA Administrator: Sean M. Conrey**

**Syracuse University credit: 3 credits**

WRT 114 focuses on the genre of creative nonfiction. Students explore varieties of creative nonfiction, such as memoir; biography; the personal essay; travel, science, and food writing; and “new journalism.” As its name suggests, creative nonfiction borrows elements from fiction and poetry (e.g., description, scene construction, dialogue, etc.) yet still aims to tell the truth. For a writer to “tell it slant,” however, is to acknowledge the ways in which one’s subjective viewpoint shapes what counts as “the truth” in telling a story about one’s own or another’s experiences.

Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and to read varied examples of contemporary creative nonfiction (e.g., Michael Pollan’s *The Omnivore’s Dilemma*, Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*, George Saunders’ *The Braindead Megaphone*, etc.). Students will craft and workshop their own creative nonfiction compositions.