

# THE COOPER UNION

FOR THE ADVANCEMENT OF SCIENCE AND ART



COURSE CATALOG 2013|14

COOPER.EDU

## TABLE OF CONTENTS

2013–14 Academic Calendar	2
Mission Statement	3
A Brief History	4
<b>General Information</b>	<b>5</b>
Programs	5
Facilities and Resources	6
Student Life	7
Admission Process	9
Tuition, Fees and Expenses	16
Financial Aid	17
Scholarships, Fellowships, Awards and Prizes	20
General Regulations	22
Code of Conduct	30
<b>The Irwin S. Chanin School of Architecture</b>	<b>34</b>
Mission Statement	34
Bachelor of Architecture Professional Degree Curriculum	35
Academic Standards and Regulations	37
Master of Architecture II Post-Professional Degree Curriculum	42
Academic Integrity	43
Facilities and Resources	45
Courses	47
Faculty	49
<b>The School of Art</b>	<b>51</b>
Mission Statement	51
Bachelor of Fine Arts Curriculum	52
Academic Standards and Regulations	55
Facilities and Resources	58
Courses	61
Faculty	68
<b>The Albert Nerken School of Engineering</b>	<b>70</b>
Mission Statement	70
Overview	71
Facilities and Research	72
Bachelor of Engineering Curriculum	74
Master of Engineering Curriculum and Requirements	76
Honors and Special Programs	77
Academic Standards and Regulations	79
Grades of Record	80
Departments and Programs	82
Courses	97
Faculty and Advisory Council	118
<b>Faculty of Humanities and Social Sciences</b>	<b>121</b>
Aims and Objectives	121
Academic Regulations	121
Courses	123
Faculty	133
Trustees, Officers, Deans, President's Council, Administration, Emeriti, Alumni Association	134
Nondiscrimination and Anti-Harassment Policies	136
Index	145
<b>Applications</b>	<b>147</b>

## 2013–14 ACADEMIC CALENDAR AND HOLIDAY SCHEDULE

### August 31 Saturday

Move-in day for Residence Hall

### August 31–September 2 Saturday–Monday

New student orientation

### September 2 Monday

Labor Day (staff holiday)

### September 3 Tuesday

Fall semester classes begin

### September 9 Monday

There will be a \$25 fee for dropping classes after this date

### September 10 Tuesday

Fall Festival

### November 19–25 Tuesday–Monday

Registration for Spring 2014 classes

### November 26 Tuesday

NOTE: MODIFIED SCHEDULE; THURSDAY CLASSES MEET

### November 27 Wednesday

NOTE: MODIFIED SCHEDULE; FRIDAY CLASSES MEET

### November 28–December 1 Thursday–Sunday

Thanksgiving (staff holiday)

### December 11 Wednesday

Last day of classes

### December 12–18 Thursday–Wednesday

Final Exam Week

### December 18 Wednesday

Last day of Fall 2013 semester

### December 19–January 20 Thursday–Monday

Winter recess; all schools

### December 23–January 1 Monday–Wednesday

Staff holiday

### January 2 Thursday

Administrative offices reopen

All grades are due in the Office of Admissions and Records before Noon

### January 20 Monday

Martin Luther King Jr.'s birthday (staff holiday)

### January 21 Tuesday

Spring semester classes begin.

NOTE: MODIFIED SCHEDULE; MONDAY CLASSES MEET

### January 29 Wednesday

There will be a \$25 fee for dropping classes after this date

### February 12 Wednesday

NOTE: MODIFIED SCHEDULE; FRIDAY CLASSES MEET

### February 14–17 Friday–Monday

Founder's Day/President's Day (staff holiday)

### March 15–23 Saturday–Sunday

Spring recess (administrative offices remain open)

### April 22–25 Tuesday–Friday

Registration for Fall 2014 classes

### May 7 Wednesday

Last day of classes

### May 8–14 Thursday–Wednesday

Final Exam Week

### May 14 Wednesday

Last day of Spring 2014 semester

### May 15 Thursday

Senior grades due in the Office of Admissions and Records before 4 pm

### May 19 Monday

All non-senior grades are due in the Office of Admissions and Records before 4 pm

### May 26 Monday

Memorial Day (staff holiday)

### May 27 Tuesday

Commencement rehearsal; annual student exhibition opens

### May 28 Wednesday

Commencement

### July 3 Thursday

Independence Day celebrated (staff holiday)

# THE COOPER UNION FOR THE ADVANCEMENT OF SCIENCE & ART

## MISSION STATEMENT

Through outstanding academic programs in architecture, art and engineering, The Cooper Union for the Advancement of Science and Art prepares talented students to make enlightened contributions to society.

The college admits undergraduates solely on merit and awards full-tuition scholarships\* to all enrolled students. The institution provides close contact with a distinguished, creative faculty and fosters rigorous, humanistic learning that is enhanced by the process of design and augmented by the urban setting.

Founded in 1859 by Peter Cooper, industrialist and philanthropist, The Cooper Union offers public programs for the civic, cultural and practicable enrichment of New York City.

\*Starting in Fall 2014, all new undergraduate students will receive a 50%-tuition scholarship.

## A BRIEF HISTORY

The Cooper Union for the Advancement of Science and Art, established in 1859, is among the nation's most distinguished institutions of higher education.

Located in New York City's East Village, The Cooper Union is an all-honors college that provides 50% tuition scholarships to all undergraduates accepted. It offers degree programs in architecture, art and engineering and courses in the humanities and social sciences. The Cooper Union has an enrollment of approximately 1,000 undergraduate students, all accepted on merit alone, and was the first college to forbid discrimination based on race, ethnicity or gender. The rigor of its three professional schools—The Irwin S. Chanin School of Architecture, the School of Art and the Albert Nerken School of Engineering—has made The Cooper Union one of the most selective colleges in the nation.

Peter Cooper was a workingman's son who had less than a year of formal schooling. Yet he went on to become an industrialist and an inventor; it was Peter Cooper who designed and built America's first steam railroad engine. Cooper made his fortune with a glue factory and an iron foundry. Later, he turned his entrepreneurial skills to successful ventures in real estate, insurance, railroads and telegraphy. Once, he even ran for president.

In the late 1850s, when Cooper was a principal investor and first president of the New York, Newfoundland & London Telegraph Co., the firm undertook one of the 19th century's monumental technical enterprises—laying the first Atlantic cable. Cooper also invented Jello—with help from his wife, Sarah, who added fruit to his clarified gelatin.

As a boy, Peter Cooper learned carpentry, beer brewing and hat and coach making. But he was acutely aware of his lack of “even a common education,” a deficiency that bothered him throughout his life. Though he later became one of America's richest men, he could not spell. So in 1800, as a nine-year-old apprentice carriage-maker in New York City, he sought a place where he could learn scientific techniques and theory to supplement his innate inventiveness and manual skill. He found no such place.

As he became one of the most successful businessmen of America's Gilded Age, Cooper never forgot his beginnings or his lack of education. He thought children of immigrants and the working class deserved access to education. Inspired by a polytechnic school in Paris, he spent the last 30 years of his life creating and nurturing a school for the “boys and girls of this city, who had no better opportunity than I.”

As one of the first colleges to offer a full-scholarship education

both to men and women of working-class families, The Cooper Union was a pioneer long before access to education became public policy. Cooper's example motivated the founders of other prestigious colleges, such as Andrew Carnegie, Ezra Cornell and Matthew Vassar.

At first, The Cooper Union provided night classes for men and women in the applied sciences and architectural drawing. In addition, the Women's Art School, open during the day, offered free art classes and training in the new occupations of photography, telegraphy, “type-writing” and shorthand.

Those classes—a landmark in American history and the prototype for what is now called continuing education—have evolved into the three distinguished schools that make up The Cooper Union for the Advancement of Science and Art.

Cooper, however, founded more than a college. From the beginning, The Cooper Union also provided a public reading room and library, and a meeting place for artists and inventors. In the historic 900-seat Great Hall, the public heard social and political reformers as well as free lectures on science and government. Before they were elected, Presidents Lincoln, Grant, Cleveland, Taft, Theodore Roosevelt and Barack Obama spoke in the celebrated auditorium. Abraham Lincoln gave his “Right Makes Might” speech from the Great Hall podium, earning him the nomination for the presidency. Woodrow Wilson, Bill Clinton and Barack Obama also spoke there as sitting presidents. Today, the Great Hall continues as a home for public forums, cultural events and community activities.

Many social and political movements were born in the Great Hall and the Cooper Union: the Red Cross and NAACP were convened here, suffragist Susan B. Anthony had her offices at Cooper, and, in more recent times, researchers developed the prototype of the microchip at Cooper.

Peter Cooper's dream was to give talented young people the one privilege he lacked—a good education. He also wanted to make possible the development of talent that otherwise would have gone undiscovered. His dream—providing an education “equal to the best”—has come true. Since 1859, The Cooper Union has educated thousands of artists, architects and engineers, many of them leaders in their fields. Today, his dream is still our mission.

# GENERAL INFORMATION

## PROGRAMS

The following programs at The Cooper Union have been registered by the New York State Education Department.

Program	Hegis Code	Degree
Architecture	0202	B.Arch.
Engineering	0901	B.S.
Chemical Engineering	0906	B.E.
Civil Engineering	0908	B.E.
Electrical Engineering	0909	B.E.
Interdisciplinary Engineering	0901	B.E.
Mechanical Engineering	0910	B.E.
Fine Arts	1001	B.F.A.
Fine Arts	5610	Certificate
Master of Engineering	0901	M.E.
Master of Architecture	0202	Master of Architecture II

**Accreditation** The Cooper Union is accredited by the Middle States Commission on Higher Education; all of the degree programs are registered with the New York State Education Department. In addition, the program leading to the bachelor of architecture degree is accredited by the National Architectural Accrediting Board, the program leading to the bachelor of fine arts degree is accredited by the National Association of Schools of Art and Design and the four programs (chemical, civil, electrical and mechanical engineering) leading to the bachelor of engineering degree are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

The National Architectural Accrediting Board mandates that the following information be included in catalogs: In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The Irwin S. Chanin School of Architecture of The Cooper Union offers the following NAAB-accredited degree programs: Bachelor of Architecture. (160 undergraduate credits). The next accreditation visit for this program will be in 2016.

Cooper Union operates on a semester calendar, typically with the fall starting after Labor Day and the spring after Martin Luther King Day. Please refer to our academic calendar for specific term start and end dates. A limited summer term is offered with a small inventory of courses.

Consistent with New York State guidelines, one credit earned at Cooper Union represents a minimum of 750 minutes of instructor supervised class time (50 minutes per week for 15 weeks.) Many courses exceed the 50 minute/week requirement determined as per the needs of each academic department.

## FACILITIES AND RESOURCES

The Cooper Union comprises five buildings at Manhattan's Cooper Square, between Sixth and Ninth Streets and Third and Fourth Avenues.

**The Foundation Building** At the center of this educational complex is the Foundation Building, the original structure which was built under Peter Cooper's supervision. Housed in the building are the Great Hall, The Cooper Union's historic auditorium; The Irwin S. Chanin School of Architecture; much of the School of Art; the library; the Arthur A. Houghton Jr. Gallery and the Office of the President. The building also includes the Architecture Archive, classrooms, shops and studios.

The building is open during the fall and spring semesters from 8 am to 2 am, Monday through Thursday; 8 am to midnight, Friday and Saturday; and noon to 2 am on Sunday. Hours may be extended during high-use periods such as the last two weeks of the semester. The School of Architecture office is open Monday through Friday, 9 am to 5 pm. The School of Art office is open from 8:30 am to 6 pm during the academic year. Shops, special labs, the computer studio and other facilities that require supervision are open on a more restricted basis; each facility posts its own hours. A detailed schedule is available from the School of Art office.

During the summer months, the Foundation Building is open from 8 am to 6 pm Monday through Thursday; the administrative offices are open from 9 am to 5:15 pm Monday through Thursday; and all of the educational facilities are closed except to high school students who participate in the Saturday/Outreach Program and participants in the Typography Design Program.

**The Cooper Union Library** features one of the finest collections in art, architecture and engineering in New York City. The library also provides resources in related areas of the pure sciences, and in the humanities and social sciences.

Located on the ground floor of the landmark Foundation Building, the library houses over 100,000 volumes of books and periodicals, maintains collections that include visual and historic materials, and provides access to a wide variety of electronic resources, including more than 50,000 e-journals, over 30,000 e-books and technical reports, thousands of digital images, and many specialized research databases.

The library's electronic resources are accessible from any computer on campus as well as to authorized users off campus. Special collections include the Visual Resources Collection and the Cooper Archives, which preserve materials relating to the history of The Cooper Union, its founder Peter Cooper and the Cooper and Hewitt families.

Professional librarians are always available during library hours. The librarians advise users in research techniques and regularly provide individual and group instruction.

The Cooper Union library is a member of a consortium of academic libraries that includes New York University's Bobst Library and the libraries of The New School. These libraries share a combined online catalog, and students and faculty of The Cooper Union have access and borrowing privileges at the consortium libraries. Cooper faculty and students also have borrowing privileges at the library of the Polytechnic Institute of New York University and access to the Cardozo School of Law library.

When classes are in session, library hours are as follows: Monday through Thursday 8:45 am to 9 pm, Friday 8:45 am to 6 pm, Saturday noon to 5 pm and Sunday 2 to 8 pm. The Visual Resources Collection is open Monday through Friday 9 am to 5 pm. The Cooper Archives is available by appointment.

**The Great Hall** of The Cooper Union has stood for over a century and a half as a bastion of free speech and a witness to the flow of American history and ideas. When the hall opened in 1858, more than a year in advance of the completion of the institution, it quickly became a mecca for all interested in serious discussion and debate of the vital issues of the day. It has continued in that role ever since.

**41 Cooper Square** In September 2009, The Cooper Union opened 41 Cooper Square, its newest facility. The building was designed by Pritzker Prize-winning architect Thom Mayne, and features state-of-the-art laboratories, classrooms and studios along with conference rooms, lounges, the 41 Cooper Gallery and the Frederick P. Rose Auditorium. It houses the Albert Nerken School of Engineering, the Faculty of Humanities and Social Sciences, the Louis and Jeannette Brooks Computer Center, the Herb Lubalin Study Center, the Saturday Outreach Program and provides student and teaching studios. In the fall of 2010, the U.S. Green Building Council awarded 41 Cooper Square the LEED Platinum rating, its most rigorous level of certification that acknowledges the building's array of green features which reduce energy use and enhance the environment. 41 Cooper Square is the first academic building in New York City to achieve the LEED Platinum status.

The building is open from 8 am to 2 am Monday through Thursday, 8 am to midnight Friday and Saturday, and noon to 2 am on Sundays. The Albert Nerken School of Engineering office and the Faculty of Humanities and Social Sciences office, are both open from 9 am to 5 pm Monday through Friday, and 9 am to 5:15 pm Monday through Thursday during the summer. The Brooks Computer Center is open from 9 am to midnight Monday through Friday, and noon to 8 pm on Saturday and Sunday.

**30 Cooper Square** The Business Office, Center for Design & Typography, Office Services (mail, photocopies), Admissions & Records and Registrar, Financial Aid, Alumni Affairs & Development, Public Affairs, Saturday Outreach Program (Art) and Continuing Education & Public Programs are housed at 30 Cooper Square. The building is open for public service from 9 am to 5 pm, Monday through Friday. Summer hours are Monday through Thursday, 9 am to 5:15 pm.

**Continuing Education** offers to the general public and the Cooper Union community a wide range of lectures, symposia, readings, performances and evening courses. These public programs comprise an effort to extend the creative and intellectual life of the institution into the larger community, as well as to complement Cooper's undergraduate offerings. Many of the programs, including courses, are free to Cooper Union students, faculty and staff.

**21 Stuyvesant Street** The historic townhouse at 21 Stuyvesant Street, which is known as the Stuyvesant Fish House, was gifted to the institution in the late 1990s. Renovated by Cooper Union architecture alumna Toshiko Mori, it serves as the president's residence.

**Student Residence** The Cooper Union Student Residence is located at 29 Third Avenue at the corner of Stuyvesant Street. It provides housing for approximately 177 students in apartments consisting of single and double bedrooms with a shared living space, kitchen and bathroom. Building amenities include a laundry room, the Menschel Common Room, and the Peter Torracco Alumni Space. The Office of Student Services is located on the third floor. The building is equipped with sprinkler and alarm systems, security cameras and a palm scanner for residents to gain access.

The student residence is overseen by the Office of Residence Life whose purpose is to provide a dynamic yet safe and comfortable residential community through personal development opportunities and programs that acclimate students to independent living in New York City. The office promotes student and community development through targeted programs that help students grow personally and professionally and gain exposure to the cultural opportunities within the city. The student residence is staffed by the director of residence life, an assistant manager, a housing facilitator, seven resident assistants, 24-hour security guards and maintenance staff.

The privilege of residing in the student residence is generally extended only to students in their first year of study. New students receive instructions on how to apply when they are admitted to The Cooper Union. Upper class students are provided housing as space is available.

**Housing fees for the 2013–14 academic year are \$12,000 per student per single room per year and \$11,000 per student per double room per year.**

**Refund Policy for Student Residence** Please refer to Section 10 of The Cooper Union 2013–14 Student Housing Affiliation Occupancy Agreement for a schedule of refunds and penalties imposed for cancellation.

**Hecht Viewing Gardens** Located in front of the student residence are the George Hecht Viewing Gardens, made possible by a gift from Hecht, a 1930 electrical engineering alumnus.

## STUDENT LIFE

With fewer than 1,000 students, The Cooper Union is a small community of professionals-in-training within the larger community of New York City. The intellectual ferment of New York City provides the background for students' rigorous studies in architecture, art or engineering, and students enjoy an abundance of cafés, galleries, theaters, movie houses, restaurants, shops and clubs within walking distance. The local stations of two major subway lines provide easy access to midtown Manhattan and the outer boroughs.

The dean of students and the staff of the Office of Student Services oversee many aspects of student life outside the classroom, including student clubs and the student government, career counseling, financial aid, athletics and recreation and the production of the *Campus Safety, Security and Fire Safety Report*.

Life on campus is shaped by the current interests of students. The Joint Student Council has representatives from all class years in all three schools and allocates funding to student clubs through the Joint Activities Committee (JAC). Under the rules of the JAC Constitution, clubs are readily formed and as a result, new clubs emerge every year. Up to 80 clubs have flourished annually, including multiple professional organizations, a drama society, several musical groups, dance clubs, the student newspaper, a variety of ethnic and cultural groups and recreational groups. The clubs have sponsored lectures, exhibits, field trips, conferences, poetry readings, films, dinners, publications, performances, ice cream socials, international food fairs and community service work. Each year, the clubs jointly sponsor the Fall Festival where members recruit new students to join the clubs and give information about upcoming activities. Professional societies compete in national design competitions and have a stellar record of bringing home prizes.

Students at The Cooper Union also participate in an extensive program of athletic and recreational activities supervised by the dean of athletics. There are varsity women's and men's volley-



ball teams, basketball, cross-country, women's and men's tennis teams, soccer and ping pong teams. Cooper Union students have access to two athletic facilities very close to the school where they can enjoy these activities. Each year, several hundred students, alumni and friends go on annual ski trips to Mont Sutton, Quebec, during the winter breaks in January and February.

**Services for Disabled Students** The Cooper Union is an equal opportunity institution that admits students without regard to their disabilities. The Cooper Union makes reasonable accommodations and modifications to policies, practices and procedures and provides auxiliary aids and services necessary to meet the needs of students with disabilities on campus. These aids and services can include, but are not limited to, providing note takers, readers and interpreters.

Students with disabilities seeking any accommodations, modifications or auxiliary aids or services regarding any aspect of the full Cooper Union experience—including anything pertaining uniquely to one of the Cooper Union's distinct schools—should contact the dean of students for assistance, ideally at least six weeks before the beginning of the semester. Such requests may also be given to the vice president for finance, administration & treasurer/equal opportunity officer.

**Career Development** The mission of the Center for Career Development is to advance personal, educational and professional growth. The Career Center complements The Cooper Union's academically centered tradition by preparing students to make a successful transition from studying with a distinguished and creative faculty to applying their knowledge and skills to a professional practice. The Career Center facilitates student inquiry into relevant applications of the education they have received at the institution, strengthening The Cooper Union's historic commitment to science and art.

The Career Center helps both students and alumni to further their professional development by teaching them how to use self-knowledge in relation to career decisions, conduct career-related research, identify and pursue opportunities, prepare competitive application materials, and document and present their accomplishments. The Career Center's staff seeks to achieve these goals while striving to maintain impartiality and refraining from imposing personal biases. The Career Center cultivates positive relationships with employers, experiential-learning sites, graduate-study institutions, and not-for-profit resource organizations; identifies and promotes external grants, fellowships, and scholarships; helps shape and aid institutional goals; provides direction and consultation within the institution on career-development concerns; fosters

constructive, reciprocal internal relationships; supports institutional assessment and relevant research endeavors and their publication, especially in relation to accreditation standards; and helps maintain Cooper Union's history through its archival practices.

Students are encouraged to review career-development resources at [cooper.edu/career](http://cooper.edu/career). In addition, students are advised to utilize the Cooper Career Connection, the Career Center's online job and internship board. The Career Center staff hosts events and workshops throughout the academic year and are readily available for student career-counseling appointments.

**The Cooper Union Alumni Association** The Alumni Association comprises all Cooper Union graduates and former students who were not graduated but who matriculated and attended at least one year, left The Cooper Union in good standing and whose classes have been graduated. The Association was organized in 1936 to foster loyalty and support for this unique institution. Each year, all members of the Association receive ballots to select the members of the Alumni Council which is the leadership body of the Association. Members of the Alumni Council serve on committees which collaboratively, with the Office of Alumni Affairs & Development, organize events commemorating Founder's Day, assist with planning reunions and young alumni events, as well as several casual alumni gatherings throughout the year. Members of the alumni body also provide mentoring and career insights through the CU@Lunch program, Engineering Career Evening and Mock Interview Night, in conjunction with the Office of Career Services.

The Association also recognizes outstanding seniors with the Service to School awards and presents four annual prestigious alumni awards: *Alumnus of the Year*, *Gano Dunn*, *John Q. Hejduk* and *Augustus Saint Gaudens*. Through the Alumni Council, alumni are represented on various faculty committees and on the Board of Trustees.

The Office of Alumni Affairs & Development is responsible for alumni events, communications and fundraising for Cooper. Working collaboratively with the Alumni Association, the office engages alumni and parents throughout the United States through regional and on-campus events and manages the Annual Fund and other fundraising.

You can learn more about the Office of Alumni Affairs & Development, the Alumni Association and purchase Cooper Union merchandise by visiting [cualumni.com](http://cualumni.com) or e-mailing Alumni Affairs at [alumni@cooper.edu](mailto:alumni@cooper.edu).

**First-Year Profile—Fall 2012** In 2012, The Cooper Union received 3,573 first-year applications; 251 students were admitted (7 percent) and 191 of those students accepted our offer (76 percent). The School of Architecture received 742 applications; 20 students were admitted (3 percent) and 19 of those accepted our offer (95 percent). The School of Art received 1,486 applications; 69 students were admitted (5 percent) and 64 of those students accepted our offer (93 percent). The School of Engineering received 1345 applications; 162 students were admitted (12 percent) and 108 of those students accepted our offer (67 percent).

Geographically, 19 percent of the first-year architecture students lived in New York State; 36 percent of the first-year art students lived in New York State; and 64 percent of the first-year engineering students lived in New York State. In all, 50 percent of all Cooper Union first-year students came from New York State.

Twenty-six percent of all Cooper Union first-year students are Asian; 15 percent are African American, Caribbean or Latino; 1 percent are Native American; 10 percent are international students; and 42 percent are Caucasian, non-Latino. Thirty-five percent of all Cooper Union first-year students are women.

**High School Grades/Test Scores** Standardized test scores do not significantly enter the decision-making process for the School of Art, but are important components of the architecture and engineering admissions criteria. The middle 50 percent of architecture freshmen achieved a high school average between 89 and 95 and SAT scores of 1160–1440. The middle 50 percent of art freshmen achieved a high school average between 83 and 92 and SAT scores of 1100–1290. The middle 50 percent of engineering freshmen achieved a high school average between 94 and 98 and SAT scores of 1380–1540. Overall, the average ACT composite score is 29–33.

**Retention and Graduation Rate** Eighty-one percent of the fall 2011 School of Architecture first-year students returned for fall 2012 and 52 percent of first-year students entering the School of Architecture in fall 2006 graduated within six years. Architecture students may expand their professional options with outside experience (foreign or domestic) for up to one year during their course of study at The Cooper Union. (See page 40 for information about Leave of Absence/Interim Year.) Eighty-nine percent of the fall 2011 School of Art first-year students returned for fall 2012 and 83 percent of first-year students entering the School of Art in fall 2007 graduated within five years. Ninety-two percent of the fall 2011 School of Engineering first-year students returned for fall 2012 and 85 percent of first-year students entering the School of Engineering in fall 2007 graduated within five years.

## ADMISSION PROCESS

The Cooper Union seeks students with a strong desire to study a professional curriculum and typically attracts applicants who are highly motivated and passionate about furthering their education in an intense, hands-on, mentored environment. The student body and faculty share an excitement and drive that advances the academic disciplines of architecture, fine arts and engineering.

The admissions process varies for each of the three schools and is outlined in more detail in the following sections of the catalog. Information about deadlines, campus tours and academic programs may also be found at [cooper.edu](http://cooper.edu).

As of Fall 2014, The Cooper Union will offer a 50%-tuition scholarship education to admitted undergraduates, regardless of their race, religion, sex, color, age, national and ethnic origin or disability. Admission requirements and procedures are not the same for all curricula taught at The Cooper Union. (See the application calendar and subsequent pages for details.)

The application is available to be downloaded or transmitted online at [cooper.edu](http://cooper.edu). A \$70 non-refundable application fee<sup>1</sup> is required when the application is filed. The admissions office is open for public service from 9 am to 5 pm, Monday through Friday. Information is readily available at [cooper.edu](http://cooper.edu).

## GENERAL APPLICATION PROCEDURE

Each candidate must:

1. Complete and return or electronically file an acceptable application and the \$70 application fee (no cash).<sup>1</sup>
2. Submit official high school and college records before the specified deadlines.<sup>2</sup>
3. Take all the required tests and submit official scores before the specified deadlines.<sup>3</sup>
4. Some students may be asked to appear for an interview, though this is not a general requirement for admission.

To be enrolled, each admitted candidate must:

1. Accept offer of admission and pay the appropriate deposit.
2. Submit a final transcript before July 15.
3. File medical (including vaccination/immunization) records.
4. Document certification of citizenship status.
5. Register for courses.

The Cooper Union has agreed, with many other colleges, to use May 1 prior to the fall for which regular admission is sought as the deadline for students who are accepting our offer of admission. This is known as the candidate's reply date.

<sup>1</sup> A waiver of application fee may be granted if the student files a written request with the application and formal documentation of need (FAFSA or W2 form).

<sup>2</sup> See the appropriate section below to discover which high school subjects, which college records and which tests are required for the curriculum you wish to enter at Cooper Union.

<sup>3</sup> Applicants should visit [collegeboard.org](http://collegeboard.org) for test dates and registration information.

## APPLYING TO THE IRWIN S. CHANIN SCHOOL OF ARCHITECTURE

### FIRST-YEAR REQUIREMENTS— BACHELOR OF ARCHITECTURE DEGREE

Submit first-year application before:	<b>January 6</b>
Submit high school records before:	<b>January 13</b>
SAT I/ACT <sup>1</sup> test taken by:	<b>January 25</b>
Official test scores must be received by:	<b>March 1</b>

Applications for first-year admission must be submitted before January 6.

Applicants for first-year admission in architecture will be required to complete and submit a home test. Details will be sent to applicants in late January or early February.

High school records must show graduation with a minimum of 19 units<sup>2</sup> before July 15 of the year for which admission is sought, with required and elective subjects as follows:

<b>Subject</b>	<b>Units Required for Architecture</b>
English	4
History and Social Studies	3
Mathematics (including Trigonometry, Algebra II and Pre-calculus)	3 <sup>3</sup>
Science	3
Other Electives	6
<b>Total Units Required</b>	<b>19</b>

Students who apply while attending high school will be expected to supply transcripts of subjects studied during the first three years of high school (Grades 9, 10 and 11). High school graduates must supply the full four-year record. High school transcripts should be sent during the fall and winter months, but no later than January 13 if supporting a freshman application. Each candidate should make certain that the high school subjects required for his or her major are completed prior to graduation since The Cooper Union will not be able to verify the candidates senior program until final transcripts arrive in June or July. This is too late to make up a missing required subject or to make plans for admission to another college. Students who have not fulfilled their application requirement may have their offer of admission rescinded. All freshman candidates for degrees must submit acceptable scores on the College Board Scholastic Assessment Test (SAT I or ACT). Test scores should be sent to The Cooper Union (CEEB Code No. 2097). Testing later than January 25 of the year for which admission is sought is not acceptable; results must reach The Cooper Union before March 1. Applicants are required to have completed mathematics through Trigonometry, Algebra II and Pre-calculus. Students who have not demonstrated an appropriate level of mathematics achievement will be required to complete a pre-calculus course in the summer prior to their enrollment, in preparation for Calculus and Analytic Geometry, a first-year requirement.

Recognizing that communication skills (both verbal and written) are integral to all curricula of The Cooper Union, all incoming students will be required to participate in a writing workshop conducted by the Faculty of Humanities and Social Sciences during the new student orientation program. An assessment based on the outcome of this workshop may indicate that student(s) will benefit from use of the resources of the Center for Writing (see page 122 for more information) in order to meet the expectations of the program as well as to develop the critical, analytical and communication skills that provide the foundation for creative, academic and professional success.

Applicants whose first language is not English must submit documentation of their English language proficiency. The Test of English as a Foreign Language (TOEFL) will be taken into consideration in all admission deliberations (most admitted students score at least 250 [CBT], 100 [IBT] or 600 [paper test] on the TOEFL exam).

Admission decisions will be made available in early April; candidates are expected to reply before May 1, the candidate's reply date.

<sup>1</sup> Applicants should visit collegeboard.org for test dates and registration information.

<sup>2</sup> A unit represents a year's study in a subject, with classes meeting at least four times a week in a secondary school.

<sup>3</sup> As calculus is a required first year course for all architecture students, applicants must have studied at a minimum pre-calculus prior to enrolling.

### TRANSFER REQUIREMENTS— BACHELOR OF ARCHITECTURE DEGREE

Submit transfer application before:	<b>January 6</b>
Submit college records before:	<b>January 13</b>
SAT I/ACT* test taken by:	<b>January 25</b>
Official test scores must be received by:	<b>March 1</b>

Transfer applicants for the architecture program are those who will have completed elsewhere at least one year of an accredited architecture program by June of the year for which admission is sought.

Other individuals may be eligible to apply through the transfer application process if they can submit a portfolio of their creative work. This includes individuals who have or will have by June a bachelor's degree or the equivalent in a discipline other than architecture or those who have begun studies in a discipline related to architecture. Transfer applicants must apply before January 6 for September classes. Transfer applicants will be required to complete and submit a home test. Details will be sent to applicants with the portfolio instructions. The admission decisions and the levels of entry for transfer students will be based upon a review of college record, the home test and portfolio work. Special instructions concerning the content and form of transfer portfolios are sent to applicants in late January or early February, to be returned to us by the posted date. All transfer applicants must submit official transcripts of previous educational experiences (high school and college and prior SAT or ACT scores).

If admitted, transfer students are offered admission into a specific year of the five-year design sequence. Placement in the design sequence is a condition of the offer of admission and not subject to further review or appeal. By accepting the offer of admission, the transfer student agrees to this placement and acknowledges his/her anticipated graduation date. It will be necessary for the matriculating transfer student to successfully complete the design studio to which he/she is admitted, as well as all subsequent studios, as part of his or her degree requirements. There is no opportunity for transfer students to accelerate through the required design sequence. Transfer applicants from programs other than accredited architecture programs will likely be placed in the first-year design studio (Architectonics). The official academic transcript of a transfer student will be reviewed prior to the student's first registration. This review will determine what, if any, additional coursework may be eligible for transfer credit. (See page 37 for more information on transfer credit evaluation by the School of Architecture.)

\*Applicants should visit [collegeboard.org](http://collegeboard.org) for test dates and registration information.

### APPLICATION REQUIREMENTS— MASTER OF ARCHITECTURE II DEGREE

Submit application and all materials before:	<b>February 3</b>
Recommended GRE test date before:	<b>December 3</b>

The post-professional Master of Architecture II degree program is open to applicants who:

- hold the professional degree of Bachelor of Architecture (B.Arch.), the professional Master of Architecture I (M.Arch. I) or an equivalent accredited professional degree in architecture from a foreign institution.
- have completed a minimum of one year of work experience after obtaining their first professional degree and before beginning the application process.

All applicants must submit the following:

- A completed application form (available at [cooper.edu](http://cooper.edu)).
- Application fee of \$70.
- Official academic records (transcripts) from all colleges and universities from which they have received credit.
- Recent GRE scores.
- Recommendation letters (three are required).
- Resume/CV.
- Written essay: The essay should succinctly explain your interest in the Master of Architecture II program as well as the specified area of concentration.
- Portfolio: Applicants must submit a portfolio that includes their most important and representative design and written work. The portfolio should consist of professional, academic and/or scholarly work. It should be bound into a brochure no larger than 9 x 12" (overall size). Applicants should not submit DVDs, slides, loose sheets or original drawings. Simple packaging is preferred.
- Potential candidates will be required to be available and make necessary arrangements for a personal interview. Interview expenses will be the responsibility of the candidate.

**Deferral of an Offer of Admission—Architecture** Due to the small size of the programs, the deferral of an offer of admission to the B.Arch. (undergraduate) and/or Master of Architecture II (graduate) program is not permitted.

## APPLYING TO THE SCHOOL OF ART

### FIRST-YEAR REQUIREMENTS— BACHELOR OF FINE ARTS DEGREE

Submit first-year application before:	<b>January 6</b>
Submit high school records before:	<b>January 13</b>
SAT I/ACT <sup>1</sup> test taken by:	<b>January 25</b>
Official test scores must be received by:	<b>March 1</b>
Art Early Decision information: see this page	

Applications for first-year admission must be submitted before January 6.

Applicants for freshman admission in art will be required to complete and submit the home test and a portfolio of their (completed) work. Details will be sent to applicants in late January or early February.

High school records must show graduation with a minimum of 16 units<sup>2</sup> before July 15 of the year for which admission is sought, with required and elective subjects as follows:

Subject	Units Required for Art
English	4
History and Social Studies	2
Mathematics	1
Science	1
Other Electives	8
<b>Total Units Required</b>	<b>16</b>

Students who apply while attending high school will be expected to supply transcripts of subjects studied during the first three years of high school (Grades 9, 10 and 11). High school graduates must supply the full four-year record. High school transcripts should be sent during the fall and winter months, but no later than January 13 if supporting a freshman application. Each candidate should make certain that the high school subjects required for his or her major are completed prior to graduation since The Cooper Union will not be able to verify his or her senior program until final transcripts arrive in June or July. This is too late to make up a missing required subject or to make plans for admission to another college. Students who have not fulfilled their application requirements may have their offer of admission rescinded. All first-year candidates for degrees must submit acceptable scores on the College Board Scholastic Assessment Test (SAT I or ACT). Test scores should be

sent to The Cooper Union (CEEB College Code No. 2097). Testing later than January 25 of the year for which admission is sought is not acceptable; results must reach The Cooper Union before March 1. Applicants whose first language is not English are encouraged to submit alternative documentation of their English language proficiency. The Test of English as a Foreign Language (TOEFL) will be taken into consideration in all admission deliberations (most admitted students score at least 250 [CBT], 100 [IBT] or 600 [paper test] on the TOEFL exam). Admission decisions will be made in early April; candidates are expected to reply before May 1, the candidate's reply date.

**Early Decision (for Art Applicants only)** A select number of potential School of Art students seen at portfolio reviews are invited to complete their application and home test for admission before the application deadline. In addition, if the School of Art is a first-year applicant's first choice, he or she may choose the Early Decision option. Application, test scores and high school record must be received by the Office of Admissions and Records by December 2. All Early Decision applications will be reviewed and decisions will be rendered by the end of February, about one month before the normal notification date of April 1. Applicants who are admitted under the Early Decision option must agree to enroll in the School of Art at Cooper Union and withdraw all other college applications. Early Decision is an option for both first-year and transfer art applicants.

Submit Early Decision application before:	<b>December 2</b>
Submit high school records before:	<b>December 2</b>
Official test scores must be received by:	<b>December 2</b>
Home test sent to applicant	<b>Mid-December</b>
Completed home test submission	<b>Mid-January</b>
Notification of admission decision	<b>Late-February</b>
Early Decision candidate's reply date	<b>April 1</b>

**Rolling Admission (for Art Applicants only)** Potential School of Art students who have received a preliminary review at National Portfolio Days, which occur after The Cooper Union's regular admission deadline (January 6), may be invited to apply after the regular admission deadline. All reasonable effort is made by the School of Art Admissions Committee to review these applications in a fair and timely fashion.

<sup>1</sup> Applicants should visit collegeboard.org for test dates and registration information.

<sup>2</sup> A unit represents a year's study in a subject, with classes meeting at least four times a week in a secondary school.

## TRANSFER REQUIREMENTS— BACHELOR OF FINE ARTS DEGREE

Submit transfer application before:	<b>January 6</b>
Submit high school records before:	<b>January 13</b>
SAT I/ACT <sup>1</sup> test taken by:	<b>January 25</b>
Official test scores must be received by:	<b>March 1</b>
Art Early Decision information: see page 14	

Transfer applicants for the art degree are those who will have completed between 18 and 60 credits of college studio art courses by the time they enroll at The Cooper Union. Transfer applicants must not have completed more than 60 credits at another institution. (See also page 55.) All other applicants are freshman candidates. Transfer applicants must apply before January 6 for classes beginning in September. The admission decisions for transfer students will be based upon a review of prior college record and of portfolio work, including the home test. Special instructions concerning content and form of transfer portfolios are sent to applicants in late January or early February, to be returned to us by the posted date. All transfer applicants must submit official transcripts of previous educational experiences (high school and college and prior SAT or ACT scores). An accepted applicant who has previously earned a baccalaureate degree in a discipline other than art will be treated as a transfer student for purposes of evaluating completion of degree requirements and length of time allotted at The Cooper Union to complete the B.F.A.

**Gainful Employment Regulations** Periodically, The Cooper Union enrolls a student in our Certificate of Fine Arts Program (see page 52). Standard of Occupation Codes attributed to this program include: 27-1013.00 (oneline.org/link/summary/27-1013.00 for more information) The Cooper Union is not currently accepting applications for this program for the 2013–14 academic year.

The Certificate in Art program is offered as an alternative to the B.F.A. program. Candidates for the certificate program must complete 60 credits in two years of full time study (with a minimum of 30 credits per year). All foundation studio courses must be completed and students must complete prerequisite course requirements in selecting advanced studio. The Certificate in Art program consists of 30 credits in foundation studio, 21 credits in advanced studio and nine credits in art history. All admission requirements, academic standards and regulations of the School of Art apply to the certificate program.

Students in the certificate program may apply through the Office of Admissions and Records for transfer to the B.F.A. program after 42 credits of work have been completed at The Cooper Union. Transfer certificate students may transfer a maximum of 12 credits from another institution toward their certificate.

As of Fall 2014, all undergraduate students will receive a 50%-tuition scholarship. The additional costs a certificate student can be expected to incur are the following (see page 16 for more information on fees and expenses):

Application Fee: \$70

Annual Student Fee: \$775/semester

General Lab and Studio Materials Fee: \$125/semester

Health and Insurance Fee: \$1,100/year

International Student Fee: \$1,910/year

Graduation Fee: \$250/year

Estimated Books, Supplies, Materials: \$1,800/year

Estimated Personal and Transportation Expenses: \$2,325/year

Estimated Room and Board Expenses: \$1,500/year (commuter), \$15,000/year (residence hall double), \$16,000/year (residence hall single), \$16,000/year (living off-campus)

**APPLYING TO THE  
ALBERT NERKEN  
SCHOOL OF ENGINEERING  
FIRST-YEAR REQUIREMENTS—  
BACHELOR OF ENGINEERING DEGREE**

Submit first-year application before:	<b>February 3</b>
Submit high school records before:	<b>February 17</b>
SAT I/ACT <sup>1</sup> test taken by:	<b>January 25</b>
Math I or II and Physics or Chemistry SAT Subject tests taken by:	<b>January 25</b>
Official test scores must be received by:	<b>March 1</b>
Engineering Early Decision information: see page 15	

Candidates should file their applications before February 3 of the year for which admission is sought and their official high school transcripts before February 17.

High school records must show the following:<sup>2</sup>

<b>Subject</b>	<b>Units Required for Engineering</b>
English	4
History and Social Studies	2
Mathematics	4
Physics	1
Chemistry	1
Electives	5–7
<b>Total Units Required</b>	<b>17 minimum</b> <b>19 recommended</b>

Students in high school will be expected to supply transcripts covering subjects taken during the first three years of high school (Grades 9, 10 and 11). High school graduates must supply the full four-year record. High school transcripts should be sent during the fall and winter months, but no later than February 17 if supporting a freshman application.

Each candidate should make certain that the high school subjects required for admission are completed prior to graduation since The Cooper Union will not be able to verify his or her senior program until final transcripts arrive in June or July. This is too late to make up a missing required subject or to make plans for admission to another college. Students who have not fulfilled their application requirements may have their offer of admission rescinded. In the area of mathematics, candidates may offer somewhat different patterns of preparation provided they will be ready for the intensive study of calculus at college. Preparation beyond the listed minimum in mathematics is highly recommended. College Board Advanced Placement Mathematics are suitable courses for such further preparation.

**All engineering candidates must send to The Cooper Union (College Board Code No. 2097) results of the SAT I or ACT and of the SAT II in physics or chemistry and in either Level I or Level II mathematics.** Applications for the SAT I and II should be filed with the College Board in Princeton, NJ, at least one month before the testing dates. Testing later than January 25 of the year for which admission is sought is not acceptable; results must reach The Cooper Union before March 1. Results of an SAT or ACT taken before April 2008 will not be accepted. Applicants whose first language is not English are encouraged to submit alternative documentation of their English language proficiency. The Test of English as a Foreign Language (TOEFL) will be taken into consideration in all admission deliberations (most admitted students score at least 250 [CBT], 100 [IBT] or 600 [paper test] on the TOEFL exam) Admission decisions will be made in early April; candidates are expected to reply before May 1, the candidate's reply date.

**Advanced Placement Credit and Credit by Examination** The School of Engineering may grant credit for high school work in Advanced Placement courses in mathematics, chemistry and physics, according to the following results on the Advanced Placement examinations:

<b>AP Exam</b>	<b>Score</b>	<b>Course Waived</b>	<b>Credits</b>
Calculus B.C.	4, 5 <sup>3</sup>	Ma 111	4
Chemistry	4, 5	Ch 110	3
Physics, Mechanics (c)	5 <sup>3</sup>	Ph 112	4
Physics, Electro (c)	5 <sup>3</sup>	Ph 213	4

Placement examinations are required before credit is granted in mathematics and physics.

No student is required to accept Advanced Placement credit from the School of Engineering. All students who score 5 on Advanced Placement examinations in European history may be eligible for three credits for the examination. In some cases, instead of receiving credit, students may be permitted to fulfill part of the humanities or social sciences requirement with an appropriate elective course. Those who wish to be considered either for AP credit or for advanced placement in an elective course should notify the Faculty of Humanities and Social Sciences before the first week of classes. The Cooper Union will consider granting credit for study in the Armed Forces, verified by U.S.A.F.I.

<sup>1</sup> Applicants should visit collegeboard.org for test dates and registration information.

<sup>2</sup> Including calculus.

<sup>3</sup> Students who earn a grade of 5 must take a Department of Physics examination in order to receive the 4 credits. In addition, students receiving a 4 or 5 on the AP Calculus BC exam must take a Department of Mathematics placement exam to receive credit for Ma III.

**Early Decision** If the School of Engineering is the first choice of an applicant, the candidate may apply under the Early Decision plan. The Cooper Union will consider an application earlier than usual and give the applicant a decision in advance of the normal notification date. Application, test scores and high school record must be received by the Office of Admissions and Records by December 2. Applicants who are admitted under the Early Decision option must agree to enroll in the School of Engineering at Cooper Union and withdraw all other college applications.

Submit application and high school records before:	<b>December 2</b>
Official test scores (SAT I/ACT and SAT Subject Tests) must be received by:	<b>December 2</b>
Candidate's reply date	<b>January 21</b>

**Admission after Three Years of High School** Candidates of exceptional merit may be considered for admission after completion of three years of high school. Engineering applicants must have excellent high school averages and test scores. Art and architecture applicants must have excellent high school records and exceptional ability. A recommendation from the high school principal, at least one recommendation from a teacher and an interview will be required. In accordance with the regulations of individual states, a student may or may not be eligible to receive an Equivalency Diploma after completion of a specific number of credits in appropriate subject areas at The Cooper Union. It is the responsibility of the applicant to investigate his or her state regulations in this regard.

### **TRANSFER REQUIREMENTS— BACHELOR OF ENGINEERING DEGREE**

Submit transfer application before:	<b>February 3</b>
Submit high school and college records before:	<b>February 17</b>
SAT I/ACT* test taken by:	<b>January 25</b>
Math I or II and Physics or Chemistry SAT Subject tests taken by:	<b>January 25</b>
Official test scores must be received by:	<b>March 1</b>

Transfer applications should be submitted before February 3 of the year for which admission is sought. It may be necessary to wait until late May, when the available space may be predicted accurately, before receiving notification of the admission decision. Transfer applicants must have completed all of The Cooper Union's first-year program at another accredited college. If space is available, they are admitted on the basis of prior college records. All transfer applicants must submit official transcripts of previous educational experiences (high school and college and prior SAT or ACT scores). Special emphasis is placed on college-level grades in calculus, chemistry and physics.

### **APPLICATION REQUIREMENTS— MASTER OF ENGINEERING DEGREE**

Students must submit graduate applications before: **February 17**

Students are accepted on an academically competitive basis subject to the availability of an adviser and of suitable facilities for the proposed thesis research. To be admitted to the program, a student should have completed an engineering baccalaureate program that is accredited by the Accreditation Board for Engineering and Technology (ABET). Undergraduate students are not guaranteed admission to the program. Master of Engineering applicants must apply by February 17.

Cooper Union Undergraduates must have a minimum 3.0 grade point average in their major upon graduation. Consult the department chairman regarding specific departmental requirements. Generally, students entering Cooper Union undergraduate programs as freshmen require five years to complete the Bachelor and Master of Engineering and no more than six years. That grade point average will be calculated using courses with the prefixes ChE, CE, ECE, ME, EID and ESC. Furthermore, there must be a sufficient number of these engineering courses in a student's record for the grade point average to be meaningful. Cooper Union undergraduates will be required to pay the non-refundable \$70 application fee when applying to the Master of Engineering program.

Depending on the availability of faculty and facilities, the engineering departments may be able to admit a few outstanding students into their master's degree programs from outside The Cooper Union. To be considered for admission, a student should have completed an engineering baccalaureate program that is accredited by the Accreditation Board for Engineering and Technology (ABET). Applicants must submit official transcripts. Graduates of foreign institutions whose native language is not English are required to submit scores of the Test of English as a Foreign Language (TOEFL). Admitted students may be required to take advanced engineering courses to make up any deficiencies in their preparation. Specific admission requirements may be waived upon recommendation of the faculty in the area of the student's major interest.

All application forms must be received by the Office of Admissions and Records by February 17. The application form is available to be downloaded at [cooper.edu](http://cooper.edu).

\*Applicants should visit [collegeboard.org](http://collegeboard.org) for test dates and registration information.



**International Students** At Cooper Union we value a diverse student body. We attract and enroll students from around the world. Please read below for important information pertaining to international students:

- International students are those who do not hold U.S. citizenship or permanent residency.
- International students are not eligible for Federal or State Financial Aid.
- International applicants who have studied for less than three years in English are required to take the Test of English as a Foreign Language (TOEFL) to show English proficiency. A minimum TOEFL score of 600 (paper format), 250 (computer format) or 100 (internet-based format) is required.
- All applicants to The Cooper Union are required to submit scores from the SAT exam (collegeboard.com) or ACT exam (act.org).
- Make sure the name on your passport matches your name on the application, TOEFL and SAT/ACT scores exactly.
- All high school and college transcripts must be translated into English, notarized and sent to The Cooper Union.
- Students who are non-U.S. citizens or who are not permanent U.S. residents and who are admitted to The Cooper Union will be required to demonstrate they have the financial resources to live and study in New York City prior to obtaining an I-20 form and eventually obtaining an F-1 student visa.
- All international students are assessed a fee of \$1,910 per year.

## TUITION, FEES AND EXPENSES

### TUITION

**Undergraduate** The Cooper Union tuition charge for undergraduate students for 2013–14 is \$19,800 per semester. Each registered undergraduate student who entered prior to Fall 2014 receives a full-tuition scholarship. Starting in Fall 2014, all new students will receive a 50%-tuition scholarship. Additional aid will be available to help cover the cost of tuition, fees, living and personal expenses for those students who demonstrate financial need.

**Graduate** The Cooper Union tuition charge for graduate students for 2013–14 is \$19,800 per semester. Each registered Master of Engineering student receives a full-tuition scholarship. Starting in Fall 2014, all Master of Engineering students will receive a 50%-tuition scholarship. Additional scholarships will be available to exceptional Master of Engineering students. The Master of Architecture II is a three semester program. All admitted students will be assessed tuition. Graduate fellowships will be available for accepted students of exceptional merit and/or need.

### FEES AND REFUNDS

**Application Fee** A nonrefundable application fee of \$70 is paid by all candidates for admission.

**Student Fee** Each student enrolled in a degree program pays a student fee of \$775 per semester. For new students, this fee is payable on acceptance of admission and is not refundable. For continuing students, the \$775 fee per semester is payable prior to the first day class; it is 100 percent refundable prior to the beginning of classes and 50 percent refundable during the first two weeks of classes. Thereafter, it is not refundable. Continuing students must pay each semester's student fee in accordance with the bill's "due date."

All fees are subject to annual revision. Students who do not pay the required fee will have their registration cancelled.

**General Lab and Studio Materials Fee** A general lab and studio materials fee of \$75 per semester will be charged to each student's account. As the title suggests, this fee covers normal usage, "wear and tear," and basic supplies for laboratory and studio projects.

**Student Residence Fee** Students electing to live in the student residence will be responsible for paying the regular housing fees. The fees for the 2013–14 academic year are \$11,000 for a double (two students per bedroom) and \$12,000 for a single (one student per bedroom). The fees cover residence for the fall and spring semesters and may be paid in two parts. A student can expect to spend approximately \$4,000 per academic year for food.

**Refund Policy for Student Residence** Please refer to Section 10 of The Cooper Union 2013–14 Student Housing Affiliation Occupancy Agreement for a schedule of refunds and penalties imposed for cancellation.

**Health Service and Insurance Fee** Cooper Union requires all students to submit proof, prior to registration, that they have health insurance. Students who fail to supply the information requested on the Student Accident and Sickness/Enrollment Waiver form by August 15 will be billed \$1,100 for the Health Service and Insurance Fee for the 2013–14 academic year.

**International Student Fee** Students who are non-U.S. citizens or who are not permanent U.S. residents must pay a fee of \$1,910 per year payable by August 15.

**Graduation Fee** A graduation fee of \$250 is required of all students entering their last year at The Cooper Union. This fee is payable upon registration for the senior year and is refundable if a student fails to meet graduation requirements that year.

**Special Fees** A charge of \$100 will be made for late payment of the student fee. A charge of \$25 will be made per occasion involving change of section or registration program.

The Cooper Union reserves the right to change its fees at any time.

**Graduate Student Fee** The requirements for the Master of Engineering program must be completed within two years of admission to graduate status, except with the expressed consent of the dean of engineering. Requests for extension must be presented in writing to the dean in the final semester of the second year. Thesis adviser approval is also required. Master's students who receive approval to extend their studies beyond two years will be assessed a maintenance of matriculation fee of \$3,000 per semester. Graduate students are assessed a key/access fee of \$150 per year.

**Books, Materials and School Supplies** Each student must supply, at his or her own expense, textbooks, drawing materials, hand tools and other necessary items.

If laboratory apparatus, machinery or studio equipment is damaged by careless handling, the student will be charged for repair or replacement. All students enrolled in School of Art courses should be prepared to pay for consumable materials supplied by the School for student use.

## FINANCIAL AID

If you are enrolled as a full-time student (minimum 12 credits), are a U.S. citizen or eligible non-citizen, can demonstrate financial need, have a valid Social Security Number, have a high school diploma or General Education Development Certificate (GED), or complete a high school education in a home school setting that is treated as such under state law, are registered with the Selective Service (if required), are making satisfactory academic progress toward completing your course of study according to the standards and practices of the school, certify that you are not in default on a Federal Perkins, Federal Family Education Loan or Federal Direct Loan, do not owe a refund on a Federal Pell or Federal SEOG Grant and certify that you will use federal student aid for educational purposes only—you may be eligible to receive financial aid.

The law suspends financial aid eligibility for any student convicted for the possession or sale of illegal drugs for offenses that occurred while the student was receiving federal student aid. If you have a conviction or convictions for illegal drug offenses, call 1-800-4-FED-AID (1-800-433-3243) to determine how, or if, this law applies to you.

The U.S. Department of Education website can be accessed through the Financial Aid for Students home page at [studentaid.ed.gov](http://studentaid.ed.gov).

For the most current information on financial aid at Cooper Union, please visit our web site at <http://cooper.edu> or contact the Financial Aid Office.

To apply for financial aid you must complete a Free Application for Federal Student Aid (FAFSA). You may submit the FAFSA through the Internet using FAFSA on the Web at [fafsa.ed.gov](http://fafsa.ed.gov). When processed, the form will produce an expected family contribution (EFC), which determines the family resources available to meet your educational expenses and your eligibility for financial aid. From this analysis we will attempt to package financial aid to provide the greatest possible assistance to the neediest students first and then to less needy students, as resources permit. We reserve the right to request copies of your parents' tax return if you are considered independent under federal guidelines and your non-custodial parents' tax return if your parents are divorced. ALL information submitted on the FAFSA as part of an application for financial aid is subject to verification, a requirement of the U.S. Department of Education. Please see our website for more information on the verification process. First-time applicants are also required to file a CSS Profile Form.

FAFSA forms should be filed no later than April 15, and all forms should be submitted to us no later than May 1.

The Cooper Union offers financial aid awards suited to each student's need. Generally, these awards are "packaged," which means that more than one type of aid is provided. A typical award will include some grant funds and some self-help in the form of a loan, and possibly a work opportunity. It is expected that the entire package will be accepted. A student is encouraged to use a portion of summer employment earnings toward the following academic year's expenses.

**Federal Pell Grants** These grants are awarded to undergraduate students who have not yet earned a bachelor's degree. The amount of a Federal Pell Grant is determined by the EFC and the cost of attendance at Cooper Union. Pell Grants provide a foundation to which other aid may be added.

**Federal Supplemental Educational Opportunity Grants** These grants, which usually range from \$200 to \$4,000 per academic year, are awarded to students with the greatest need. They are funded by both federal sources and The Cooper Union.

**Federal Direct Loan Program** This program includes subsidized and unsubsidized Federal Stafford Loans. During the first year of undergraduate study, an eligible student may borrow up to \$3,500; \$4,500 in the second year; and \$5,500 in subsequent years. Eligible dependent students may also borrow an additional \$2,000 unsubsidized Stafford Loan.

Students who meet the federal requirements for independent student status and dependent students whose parents are not able to secure a Federal PLUS Loan may be eligible to receive additional funds through the unsubsidized Federal Stafford Loan. First- and second-year students may borrow up to \$6,000 and upper-class students may borrow up to \$7,000.

Also available under this program is the Federal PLUS Loan. Parents with good credit histories may borrow up to the cost of education not covered by financial aid.

Students and parents should always exhaust federal student loan options before considering private educational loans.

**Federal Perkins Loans** This is a low-interest (5 percent) loan for both undergraduate and graduate students with substantial need. Repayment of these loans begins nine months after you graduate or leave school.

**Cooper Union Loans** These loans are offered by Cooper Union and carry the same conditions and interest rate as Federal Perkins Loans.

**Cooper Union Grants** The Cooper Union has funds available from which awards are made to qualified students in need of aid.

**Federal Work Study** Under this program, eligible students may be employed on or off campus. Employment is generally limited to about 10 hours a week during the academic year. In addition, students may apply at the Office of Career Services for a variety of part-time jobs.

**Priorities** In considering applications for aid, first priority is given to first-degree undergraduates who have exceptional financial need and therefore could not complete their education without such aid. Second priority is given to first-degree students who demonstrate relative need. Second-degree students are prohibited from receiving federal grants and are not eligible for institutional grants beyond the full tuition scholarship. Therefore, second-degree students are referred to the various loan programs for financial assistance.

**Rights and Responsibilities** Students who receive financial aid in their first year at The Cooper Union generally continue to be aided in accordance with their financial circumstances from year to year. This does not imply, however, that the aid will be the same each year. Each package depends on family resources, the availability of funds, the student's capacity for self-help and continued appropriations from the federal government. To continue to qualify for financial aid, students must maintain good academic standing and make satisfactory academic progress as determined by the standards of the school. Students on academic probation for two semesters are ineligible for federal financial aid. Reduced programs may result in a reduction in financial aid.

Federal regulations require that students who withdraw from school prior to completing 60 percent of the semester will have their eligibility for aid recalculated based on the percent of the semester completed. For example, a student who withdraws after completing only 30 percent of the semester will have "earned" only 30 percent of any financial aid received. The remaining 70 percent must be returned by the student and/or the school. Students should contact the Financial Aid Office to determine how a withdrawal will affect financial aid.

Normally, financial aid is awarded for an entire academic year, with payments made after the beginning of each semester. Amounts in excess of Cooper Union charges may be used to meet indirect costs and will be paid directly to the student each semester. If Federal Work Study is part of the financial aid package, a salary will be paid twice monthly, directly to the student.

The Cooper Union is willing to make every effort to assist the student and the student's family in helping to meet educational costs, but the school is unable to assume the role of substitute for the family.

Students awarded a Federal Stafford Loan, a Federal Perkins Loan or a Cooper Union Loan will be required to sign a legally binding promissory note and agree to the terms of a prearranged repayment schedule. Sample repayment schedules are available on our web site. The terms of these loan obligations will be defined at the time the loans are made to the student and before the notes are executed. It should be noted that these loans must be repaid so that future students may also receive loans.

Our three schools of Architecture, Art and Engineering each have an Academic Standards Committee that is responsible for meeting with students who have not made satisfactory progress toward degree completion. Each committee is comprised of a group of faculty, students and deans.

The committees meet after the conclusion of the fall and spring semesters (often mid-January and early June) at which point the students who are placed on academic probation have an opportunity to discuss their academic performance with the members of the committee.

The requirements to maintain satisfactory progress toward degree completion vary for each school. More information can be found in the Academic Standards section of the respective school.

In addition, students must also make satisfactory academic progress by completing degree requirements on a timely basis. Federal regulations require students who receive federal financial aid to complete degree requirements within 150% of the published length of the program. Failure to complete degree requirements within this time frame will result in a suspension of federal student aid.

## BUDGET GUIDE FOR STUDENTS AT THE COOPER UNION

This budget guide has been prepared with the hope that it will assist students in anticipating their financial needs while attending The Cooper Union. Based on our experience with students, we believe this to be a realistic guide for a nine-month academic year. It should be used as a guide and obviously does not reflect the exact costs involved in individual cases.

### Budget Guide for 2013–14

#### Architecture & Art\*

(includes an average of \$1,800 for supplies)	Commuter	\$ 7,525
	Dormitory Resident	\$20,875
	Off-campus Resident	\$22,025

#### Engineering\*

(includes an average of \$1,000 for supplies)	Commuter	\$ 6,725
	Dormitory Resident	\$20,075
	Off-campus Resident	\$21,225

\* Students without health insurance should add a Health Service and Insurance Fee of \$1,100

### International Student Budget Guide for 2013–14

#### Schools of Art and Architecture

<b>Full-Time Matriculating</b>	Fees	\$ 3,710
	Room and Board	\$16,100
	**Other	\$ 4,125
	<b>Total:</b>	<b>\$22,935</b>
	**Books and Supplies	\$ 1,800
	Transportation	\$ 750
	Personal Expenses	\$ 1,575
	Total:	\$ 4,125

#### School of Engineering

<b>Full-Time Matriculating</b>	Fees	\$ 3,710
	Room and Board	\$16,100
	**Other	\$ 3,325
	<b>Total:</b>	<b>\$23,135</b>
	**Books and Supplies	\$ 1,000
	Transportation	\$ 750
	Personal Expenses	\$ 1,575
	Total:	\$ 3,325

For the 2013–14 academic year, every student receives a full-tuition scholarship, valued at \$39,000. Starting in the Fall of 2014, all incoming students will receive a 50%-tuition scholarship. The value of this scholarship is approximately \$20,000 per year (\$10,000 per semester). Additional financial aid will be provided to the neediest students to help cover tuition, housing, food, books, supplies etc. The amount of additional aid will be based upon a student's demonstrated financial need. Students must file both a FAFSA and CSS profile form to be considered for additional financial aid. Please note that for exceptional students, Cooper Union may also offer merit scholarships.

## SCHOLARSHIPS, FELLOWSHIPS, AWARDS AND PRIZES

### NAMED SCHOLARSHIPS

**The Irwin S. Chanin School of Architecture** Gus J. & Helen Conrails; Ismar David; Manuel & Flora Fernandez; John Q. Hejduk; John Loeb & Frances Loeb; Frederick P. Rose Scholarship in Architecture; Mari Souval Spacedrafting Foundation.

**School of Art** Danny Arje; Alice Noble Ball & Francis M. Ball; William & Mary Jane Brinton; Frank Chesek Memorial; Joseph and Robert Cornell Memorial Foundation; Ismar David; Lillyan deCaro Santo; Jane E. and Donald W. Deed; Pearl Dorn; James Trimble and Alice Trimble DuBois; Antonya Eisen; Roberta Strauss Feuerlicht & Herbert A. Feuerlicht; Barbara White Fishman; Ellen Fox; Adele & Louis Gruber; Yip Harburg Foundation; William Randolph Hearst Foundation; Abraham Hersh; Mollie Levenstein; John Loeb & Frances Loeb; Sylvia Drucker Mavis; Alphonse Normandia; Peter Ostuni; Marvin A. Schwam; Henry Wolf Foundation.

**Albert Nerken School of Engineering** Edward J. Barlow; Robert W. Bassemir; Dean Eleanor Baum; Meredith B. Blaustein; Grace, Bruna, Lutfi Celkupa and Marie Hudak Celkupa; Leon Chernick; Tunny Chin; Horacio Cundari; Jane E. and Donald W. Deed; Franklin W. Diederich; Frank J. Donovan; Margaret and Frederick Dornheim; Herbert E. Ennis; Margaret Lappin Fich; Samuel & Sally Gilman; Roger Gilmont; Charles Greenfield; Robert Greenwald; William Grimshaw; Dr. Michael S. Gross; Elizabeth and Robert Hammond; Edward I. Hawthorne; Fanny & Irving Katz Memorial; Leonard R. Luke; Henry Mankin; Vincent C. Morrone; Robert P. Muhlsteff; Pio Nardone; Emil J. Pansky; Emil Parente; William F. Partridge; Norman L. Perry Internship; John F. & Olga Petrowsky; Michael F. Roberti; Ann and Paul Rosche; Frederick P. Rose Scholarship in Engineering; Emanuel Salma Memorial; Dr. Walter L. Schwartz; Seymour D. Lester; The Starr Foundation; Sol Tanne; Peter Torracco; Ralph Torracco; Dale & Charlotte Zand.

**General Financial Aid Scholarships** Irwin & Lillian Appel; H. Carl Bauman; Robert C. Bosch; Myron Coe; Julius Dingenthal; Edward Durbin; Kathleen Gerla; Salvatore & Tina Guzzardi; Robert Hawkes; Julian Hirsch; Dr. Peter Kabasakalian; Estelle & Daniel Maggin; William H. Okun; Michael A. Rampino; Benjamin Reich; Charles Lowery Robertson; William H. Sandholm; Emil Schweinberg; The Starr Foundation; Charles Stumpp; Solon E. Summerfield Foundation; Arlene and Irving Tashlick; Leonard E. Trentin; Clyde Walker Family; Clifford Warren; Bert Weinstein.

### FELLOWSHIPS

**The Irwin S. Chanin School of Architecture** William Cooper Mack Thesis Fellowship, *supports primary research and inquiry in the thesis year and honors William Cooper Mack, class of 2006.* Palmer Hayden Travel Fellowship, *travel abroad for African-American Students in art and architecture*

**School of Art** Rhoda Lubalin Fellowship, *honors Herb Lubalin and is awarded to a rising senior who has excelled in graphic design;* Helen Dubroff Dorfman Travel Fellowship; Palmer Hayden Travel Fellowship, *travel abroad for African-American students in art and architecture;* The O'Brien Fellowship for Study Abroad; Martin Rothenberg Travel Fellowship; James Craig and Irene Scala Designing with Type Award, *for two students interested in design to travel abroad in 2013–14.*

**Albert Nerken School of Engineering** Henry C. Enders Fellowship, *for students wishing to pursue graduate study in engineering;* The Maxwell Lincer Fellowship, *for excellence in the engineering field.*

**Faculty of Humanities and Social Sciences** Benjamin Menschel Fellowships for Creative Inquiry, *The Horace W. Goldsmith Foundation endowed this fellowship with a grant in 1994 to support students in the fields of art, architecture, design and engineering.*

### Awards and Prizes

**The Irwin S. Chanin School of Architecture** The Toni and David Yarnell Merit Award of Excellence in Architecture, *presented to a graduating student who demonstrates exceptional ability and outstanding merit;* The American Institute of Architects Henry Adams Medal and Certificate of Merit, *to the first-ranked graduating student in a first professional degree program;* The American Institute of Architects Henry Adams Certificate of Merit, *to the second-ranked graduating student in a first professional degree program;* Alpha Rho Chi (National Professional Architectural Fraternity) Medal, *to a graduating student who has shown an ability for leadership, who has performed willing service for his or her school or department and who gives promise of real professional merit;* The Cooper Union Alumni Association Annual Award, *to a graduating student for outstanding service to the school;* Abraham E. Kazan Award for Urban Design, *to a graduating student for outstanding performance in urban design;* George Ledlie Prize, *to a graduating student as selected by the dean;* Peter Bruder Memorial Prize, *to a graduating student for excellence in structures;* Allen N. Goldfischer Memorial Award, *for a fifth-year graduating student whose thesis project best explores relationships between humanistic and aesthetic principals in an urban context.*

**School of Art** Sylvia Appelman Award; *for outstanding third year painting student*; The Jacques and Natasha Gelman Trust Award, *presented to a graduating student who demonstrates exceptional ability in the field of painting or sculpture*; The Toni and David Yarnell Merit Award of Excellence in Art, *presented to a graduating student who demonstrates exceptional ability and outstanding merit*; The Cooper Union Alumni Association Annual Award, *to a graduating student for high academic achievement and outstanding service to the school*; Richard Lewis Bloch Memorial Prize for Excellence in Art; Vena T. Carroll Award, *for excellence in art*; Ethel Cram Memorial Prize, *for excellence in art*; Mary M. Doyle Memorial Prize, *to a second-year student*; Henry Dropkin Award, *for excellence in graphic design*; Betty Morton Goldin Memorial Prize; Rolf Haerem Award, *to a fourth-year student for excellence in painting*; Sarah Cooper Hewitt Prize; Fred A. Lane Prize, *to the most deserving student in the third-year class*; Elliot Lash Memorial Prize, *for excellence in sculpture*; Eleanor Gay Lee Gallery Prize, *to a deserving third- or fourth-year student*; A. A. Low Prize; Carin Tendler Lurkis Prize for Watercolors, *to a deserving second- or third-year student*; The Medici Award; Vincent J. Mielcarek, Jr. Photography Award, *to a student in the third-year class for excellence in photography*; Pietro & Alfrieda Montana Prize, *for excellence in drawing and sculpture*; Michael S. Vivo Memorial Prize, *for excellence in drawing*; Robert Breer Film Award; Tam Prize in Fine Arts.

**Albert Nerken School of Engineering** The Harold S. Goldberg Prize, *to a graduating student who demonstrates technical leadership upon earning a bachelor's degree in engineering*; The Cooper Union Alumni Association Annual Award, *to a graduating student for high academic achievement and outstanding service to the school*; The William C. and Esther Hoffman Beller Fund for Merit in Engineering Studies, *to the most meritorious graduate in each of the following fields: chemical, civil, electrical and mechanical engineering*; The Leon Machiz Prize; Harald Kiel Award, *for service to the Cooper Union IT Department*.

**Chemistry:** Chemical Rubber Company Freshman Chemistry Achievement Award, *to an outstanding freshman Chemistry student*; Elmer J. Badin Chemistry Award, *for students having the highest grade-point average at the end of the junior year and having the highest recommendation of the chemistry faculty*; Robert Spice Fund Prize, *for the best record in Instrumental Analysis and Electronics*.

**Chemical Engineering:** American Institute of Chemical Engineers Award, *to the AIChE student member having achieved the highest scholastic record after two years*; The American Institute of Chemists Student Award, *to a Chemical Engineering graduate who has demonstrated scholastic achievement in Chemistry and Chemical Engineering, leadership, ability and character*; Herbert

Baldwin Fund Prize, *for the best record in the third year of Chemical Engineering*; Howard M. Siegel Memorial Prize, *for scholastic excellence in chemical engineering*; Frederick Urban Memorial Scholarship Award, *to a Chemical Engineering graduate for graduate school*; Lewis Gleekman Memorial Prize, *for demonstrated professional interest in materials, metallurgy or corrosion engineering*.

**Civil Engineering:** Joseph Kalb Fund Prize, *to a civil engineering graduate on the basis of scholarship and professional interest*; Maxwell Lincer Prize Fund, *for excellence and achievement in the study of civil engineering*.

**Electrical Engineering:** Yusuf Z. Efe Award, *for the outstanding electrical engineering master's thesis*; Abraham Pletman Fund, *for excellence in electrical engineering*; Eugene Ogur Memorial Award, *for excellence in electrical engineering*; Jesse Sherman Book Award, *for an excellent academic record and superior electrical engineering laboratory work*; Dale E. Zand Prize, *for outstanding achievement in electrical engineering*.

**Mechanical Engineering:** Wallace Chinitz Prize, *for excellence in thermal studies*; Alexander C. Grove Prize, *to the student who demonstrates scholarship, personal integrity and professional promise in the field of mechanical engineering*; Tyler G. Hicks Prize, *to a mechanical engineering Junior for academic achievement during the first and second years*; Wilson G. Hunt/Class of 1905 Prize, *to a mechanical engineering graduate, based on general excellence in engineering studies*; Harold E. Rue Prize, *for a senior in either electrical or mechanical engineering*; Nicholas Stefano Prize, *for an outstanding senior project in mechanical engineering*.

**Mathematics:** Class of 1907 Prize, *for excellence in calculus*; Irvin Leon Lynn Prize, *for excellence in mathematics*; Harry W. Reddick Fund Prize and Medal, *for meritorious work in mathematics*.

**Bachelor of Science:** Henri D. Dickinson Fund Prize, *to the student having the highest cumulative rating at graduation in a bachelor of science curriculum*.

**Faculty of Humanities and Social Sciences** The John L. Alpert Humanities and Social Sciences Prize; The Academy of American Poets Elizabeth Kray Poetry Prize; The Raymond G. Brown Memorial Prize, *for excellence in the Raymond G. Brown Seminar*; Professor Frank Caldiero Humanities Award, *for the best essay written in the first-year core courses (HSS1 and HSS2)*; Second-year Core Curriculum Prize, *for the best essay written in the second-year core courses (HSS3 and HSS4)*; The History Prize, *for an outstanding essay in history*; The Dale Harris Prize, *for the best essay written in an art history course*; Charles Goodman Essay Fund Award in Humanities, *open to seniors in the School of Engineering*; Dr. Martin J. Waters Memorial Prize, *for excellence in the humanities and social sciences*.

## GENERAL REGULATIONS

*The Cooper Union reserves the right to change or amend its regulations, curricula, fees and admission procedures without prior notice.*

**Registration** Unless permitted by the dean of admissions and records to do otherwise, all students must register during one of the scheduled dates and pay fees and laboratory deposits. Students who fail to meet all financial obligations to The Cooper Union will not be permitted to register. No student will be admitted to classes without evidence of completion of registration. Students who fail to register will be dropped from the rolls.

### ATTENDANCE

**School of Architecture and School of Art** Classes and studios are scheduled Monday through Friday between 9 am and 10 pm. Studio facilities usually are available to students on Saturdays and Sundays throughout the academic year.

Each student is required to be punctual and to attend each scheduled class. In the case of unavoidable absence, the student should, on his or her return, report to the instructor to explain the absence and inquire about making up the lost work. All architecture students are provided with studio space and are expected to work in the studio during regular building hours.

**School of Engineering** Each student is expected to attend all classes and to satisfy other requirements in each course in such ways as the instructor may prescribe. If a student is absent an excessive number of times, he/she may, at the discretion of the instructor and with the approval of the dean, be asked to withdraw from the course.

After each absence, it is the student's responsibility to consult with the instructor, without delay, to determine the nature of the makeup work required.

**Faculty of Humanities and Social Sciences** Each student is expected to attend all classes. No more than two unexcused absences will be permitted during any given semester. In the case of an unavoidable absence, the student should, on his or her return, report to the instructor to explain the absence and inquire about making up the lost work. Students who are absent three or more times may receive a reduction of the final grade or, at the discretion of the instructor, be asked to withdraw from the course.

**Calendar Changes** The academic year at The Cooper Union has fall and spring semesters and runs from September to May. In order to serve the student body most effectively during the academic year, The Cooper Union cannot modify its calendar or procedures to meet special demands of students.

**Academic Standards and Regulations** For specific academic standards and regulations of each school, consult the appropriate sections of this catalog.

**Dismissal** The Cooper Union reserves the right at any time to dismiss a student whose conduct, attendance or academic standing is, in its judgment, unsatisfactory and to grant or withhold credits, certificates, degrees or diplomas. Disciplinary authority is vested in the president's office.

**Obligations** Students will be held accountable for all individual obligations, financial and other, entered into with The Cooper Union. Students who fail to meet all financial obligations to The Cooper Union will not be permitted to register. No student will be included in the graduating class unless all obligations have been accounted for prior to graduation. The Cooper Union will withhold transcripts and other information about a student who has not met financial obligations.

**Transcripts** Official transcripts of a student's scholastic record are issued directly to officials of other institutions or examining boards, upon request to the dean of admissions and records and registrar. Each copy of a transcript will cost \$5 (there is no charge to currently enrolled students). Requests should include the name and complete address of the person who is to receive the transcript and must include the signature of the student or alumnus/a.

Transcripts are not issued for students during the period of time in which grades are being recorded. Transcripts of student grades are issued to inquiring employers and agencies if a student notifies the dean of admissions and records and Registrar in writing, authorizing the distribution of the transcript.

*Official transcripts are issued directly to students or to alumni in a sealed envelope.*

Current students have access to their transcript and registration information on WebAdvisor, the portal to the school database, once they receive a password and a login at the Computer Center.

**Student Property** The Cooper Union assumes no responsibility for loss of or damage to the work or property of students.

## STUDENT RECORDS

**Notification of FERPA Rights** The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include: 1) The right to inspect and review the student's education records within 45 days of the day The Cooper Union receives a request for access. Students should submit to the Office of Admissions and Records written requests that identify the record(s) they wish to inspect. The Office of Admissions and Records official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Office of Admissions and Records, the office shall advise the student of the correct official to whom the request should be addressed. 2) The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the Office of Admissions and Records to amend a record that they believe is inaccurate. They should write the Registrar and clearly identify the part of the record they want changed and specify why it is inaccurate. If the Registrar decides not to amend the record as requested by the student, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. 3) The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by The Cooper Union in an administrative, supervisory, academic, research or support staff position; a person or company with whom The Cooper Union contracted (such as attorney, auditor or collection agent); a person serving on the Board of Trustees or a student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by The Cooper Union to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education; 400 Maryland Avenue, SW; Washington, DC 20202-5901.

**Program Changes** During the first several days of a semester, courses may be added to or dropped from a student's program without penalty or fee (program adjustment). Adding of courses after the posted date is not permitted. Students who wish to change their academic programs should consult with appropriate deans. All program changes must be reported by the student to the dean of admissions and records. A \$25 fee will be charged for dropping courses after the drop/add period.

**Transfer of Academic Credit** Every effort is made to provide admitted students with a preliminary evaluation of their transfer credit. School-wide policies dictate that a grade of B or better must be earned to be eligible for transfer of credit.

To seek credit or if there is a question about whether or not a class taken at a previous institution is eligible for transfer of credit please contact the department chairperson or respective dean of the school to which you are interested in obtaining credit.

Each department/school reserves the right to ask for additional information, i.e., coursework, syllabus, portfolio, etc., before granting transfer credit.

Currently enrolled students must always contact the appropriate department chairperson and dean of school at The Cooper Union prior to registering for classes at other colleges or universities should there be interest in obtaining transfer credit at The Cooper Union. Explicit permission must be granted by the department chairperson and dean of school before registering at another college or university to ensure that the course will be transferable.

Please see pages 37, 55, 78 and 121 for more detailed information about transfer credit.

## HEALTH

The Cooper Union requires a report of a physical examination from a licensed physician of the student's choice. The Cooper Union will provide its own medical form for this purpose and the form must be completed in its entirety. This report must include a record of vaccinations and immunizations. In addition, New York state law requires that students respond to a query concerning whether or not they have been immunized against meningitis.

The college reserves the right to exclude from attendance at any time—temporarily or permanently—any student whose physical or emotional condition is such that, in the opinion of an appropriate medical officer, attendance would endanger the health or welfare of other students and/or members of the Cooper Union community or otherwise disrupt the educational environment. A student whose attendance at the Cooper Union has been interrupted by a dismissal or extended leave of absence—for any reason—needs to submit new medical records before he or she resumes attendance. Likewise, students continuing on to the graduate program at Cooper Union must submit new medical forms at the time of beginning graduate study.



**Vaccination and Immunization** New York State law requires that all undergraduate and graduate students be immunized against measles, mumps and rubella. The law applies to all students born on or after January 1, 1957.

Proof of immunity consists of:

- Measles: Two doses of live measles vaccine administered after 12 months of age, physician documentation of measles disease or a blood test showing immunity. **The exact date of these shots in month-day-year format must be written on the form and certified by the physician.**
- Mumps: One dose of live mumps vaccine administered after 12 months of age, physician documentation of mumps disease or a blood test showing immunity. The New York State Assembly is currently considering a proposal to require two mumps shots.
- Rubella: One dose of live rubella vaccine administered after 12 months of age or a blood test showing immunity.

Proof of immunity, including dates of immunizations, must be filed with the Office of Student Services **prior** to each student's initial registration at The Cooper Union. **Students who claim a religious objection to being immunized must send a signed letter attesting to this fact to the dean of students by July 15.**

**Students may not attend any events on campus, including classes and orientation programs, without having submitted these forms.**

**Meningitis Status** New York State Public Health Law Section 2167 requires colleges to distribute information about meningococcal disease and vaccination to all enrolled students.

Meningitis is rare; however, cases of meningitis among young adults have more than doubled since 1991. When the disease strikes, its flu-like symptoms make diagnosis difficult. If not treated early, meningitis can lead to swelling of the fluid surrounding the brain and spinal seizures, limb amputation and even death.

The Cooper Union is required to maintain a record of the following for each student:

- A response to the receipt of meningococcal disease and vaccine information signed by the student or the student's parent or guardian, AND EITHER
- A record of meningococcal meningitis immunization within the past 10 years, OR
- An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or the student's parent.

Students are asked to provide this information by July 15 of the year they enter The Cooper Union.

**Health Insurance** The Cooper Union requires all students to submit proof that they have health insurance prior to registration. Students who fail to supply the information requested on the Student Accident and Sickness Insurance Enrollment/Waiver Form before August 15 will be billed for the Cooper Union Student Accident and Sickness Insurance at a cost of \$1,100 for the 2013–14 academic year.

## LEAVE OF ABSENCE

**Discretionary Leave of Absence** Students who have completed at least one year of study may request an interruption of their studies for a Discretionary Leave of Absence. The request must be submitted, in writing, to the student's academic dean or associate dean. A Discretionary Leave of Absence for up to one year (2 semesters) with an automatic guarantee of reinstatement may be granted to students in good academic standing who are making satisfactory progress toward their degree.

A request for a Discretionary Leave beginning in the fall semester must be made before April 15th. A request for a Discretionary Leave beginning in the spring semester must be made before November 15th. Approval for a Discretionary Leave is neither automatic nor guaranteed. Before taking such a leave, all financial obligations to the Cooper Union must be satisfied. Students on academic leave do not have access to the facilities of The Cooper Union.

**Returning from a Discretionary Leave** Students on a Discretionary Leave must notify, in writing, their academic dean of their intention to return at least four (4) weeks prior to the registration period for the semester of their intended return. The dean must notify the registrar to reactivate the student record.

**Medical Leave of Absence** A student who must interrupt his/her studies for medical reasons must submit a written request for a Medical Leave of Absence to his/her academic dean along with supporting documentation, which must include a letter from the treating health care provider.

**Returning from Medical Leave** A student on a Medical Leave of Absence must notify his/her academic dean of his/her intention to return at least eight (8) weeks prior to the semester of the student's intended return. The student must also provide a letter from his/her treating health care provider that he/she is ready and able to return to school. The dean must notify the registrar to reactivate the student record.

**Compulsory Medical Leave of Absence** The Cooper Union seeks to foster a safe and peaceful campus environment (including, but not limited to its classrooms, laboratories, studios, shops, and dormitories) that nurtures its students' well-being and allows them to focus on their studies.

The professional degree programs at The Cooper Union are exceptionally rigorous courses of study that require a student's full commitment of time and effort and involve collaborative work in shared studios and laboratories. Additionally, in light of the highly specialized technical skills needed to run equipment in its shops and laboratories, The Cooper Union has the highest concern for safety on its premises and has appointed staff and faculty to supervise these facilities. Such concerns are carefully balanced with the institution's historic commitment to student rights.

If a staff or faculty member notifies the student's academic dean that a student's conduct, actions or statements indicate that the student: (i) poses a threat of harm to the safety of others (either directly or through an inability to safely perform any necessary functions as a student); and/or (ii) is engaged (or may engage) in behavior or conduct that is disrupting the academic experience of others on campus, the dean will promptly assess such concerns and determine whether there is a problem, the nature, duration and severity of the problem, and the probability that such harm or disruption may occur. The academic dean or the dean of students will promptly meet with the student to analyze the situation. If a medical situation is involved, the student may be asked to provide medical information from a healthcare provider in order to clarify the situation as necessary. Considering all the information, the dean will determine if a problem exists and, if so, whether a reasonable modification of policies, practices or procedures or the provision of auxiliary aids or services can appropriately mitigate the problem. If so, following such an accommodation/modification, the student will be permitted to continue with his/her studies. At any point during the investigative process, the student will have the right to take voluntary medical leave of absence following the procedure stated above.

If an accommodation/modification cannot sufficiently alleviate the risk/disruption to allow the student to remain actively enrolled, and the student is not able or willing to take a voluntary medical leave of absence, the academic dean may recommend to the Academic Leadership Team that the student be placed on compulsory medical leave of absence. The student will be sent a letter notifying him or her of the dean's recommendation for a compulsory medical leave of absence, the basis for such a recommendation, and inviting the student to a hearing on this matter. This hearing—granting the student the opportunity to respond to this recommendation—will be conducted by one member of the Academic Leadership team and one other officer of The Cooper Union and will be held no sooner than five (5) days after the letter is sent to the student. If necessary, the student may request accommodations (e.g., modifications to policies, practices, or procedures; the need for an auxiliary aid or service) to participate

in the hearing. At this hearing, the student may submit additional medical records and/or other appropriate information/documentation. The hearing officers will decide whether to accept the recommendation, reject it, or modify it and will inform the student within 24 hours of their decision, in writing. The hearing will be digitally recorded.

A student may be temporarily suspended from the institution prior to this hearing.

A student may be placed on compulsory medical leave for either a semester or a year, depending on the nature of the circumstances of the leave, submitted medical documentation, and the student's academic program. Students placed on compulsory medical leave will be asked to provide an evaluation from a physician of Cooper Union's choosing attesting to their medical readiness to resume their studies, with or without accommodation.

**Appeal Process** A student who has been the subject of a hearing under these procedures may appeal the decision of the hearing committee within 3 business days by writing a letter to the vice president for finance, administration & treasurer/equal opportunity officer or academic dean setting forth the reasons why the appeal is being made. The vice president will convene an Appeal Board within 3 days of receiving the appeal letter. The board will consist of the vice president or her designee and one member of the Presidential Leadership Team who was not involved in any way in the prior hearing. The Appeal Board shall limit its review to these issues:

- does the record show that the party had a full and fair opportunity to present his or her case?
- does the solution imposed achieve the proper balance between maintaining a safe and peaceful campus environment and respecting the rights of the student to continue his or her education?

After considering the record and the letter of appeal, the Appeal Board may:

- Accept the decision of the hearing committee;
- Order a new hearing in keeping with the Appeal Board's instructions;
- Reverse the hearing committee's decision in its entirety;
- Accept the hearing committee's decision but modify the solution.

If the Appeal Board accepts the decision of the hearing committee, whether or not it modifies the terms of the compulsory medical leave, the matter shall be deemed final.

### Policy on Copyrighted Material

**Copyright Infringement** The Cooper Union is obligated by federal law to inform its students of its policies and sanctions related to copyright infringement. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing (e.g., using BitTorrent to obtain/distribute music or movies) may subject students to civil and criminal liability, sanctions arising from a violation of The Cooper Union's Code of Fair Practice, and loss of Internet services provided by the Cooper Union IT Department.

The basics of copyright law may be found at numerous websites, including those of many universities whose policies relating to copyright infringement generally and file sharing in particular are similar to The Cooper Union's policy:

uspto.gov/web/offices/dcom/olia/copyright/copyrightrefresher.htm  
 deanofstudents.utexas.edu/lss/spot\_illegalfilesharing.php  
 copyright.gov/title17/

**Fair Use** A limitation on copyright protection is known as "fair use." Permission of a copyright holder is not required (i.e., there is no copyright infringement) where the use is for *noncommercial* activities such as teaching (including multiple copies for classroom use), scholarship, research, studio work, criticism, comment, or news reporting. [Note that while "teaching" activities *may* qualify as fair use, the doctrine of fair use has a requirement relating to the "amount and substantiality" of the copyrighted work that does not permit, for example, the copying and distribution of an entire copyrighted textbook to a class.]

The routine use of file sharing programs to obtain music, movies and software does not constitute fair use. For more information on fair use see: [copyright.gov/fls/fl102.html](http://copyright.gov/fls/fl102.html)

**Code of Conduct** In addition to the sanctions for copyright infringement provided by federal law, The Cooper Union's Code of Conduct explicitly prohibits:

- "illegally duplicating copyrighted or licensed software" (Category B offense).
- "any unauthorized use of network and/or computer hardware" (Category B offense).

A violation of copyright law might also be viewed as an act of academic dishonesty or fraud, which are Category A offenses and punishable by suspension or dismissal.

**IT Department Responsibilities** In order to receive a Cooper Union computer account, a student is required to sign a document provided by the IT Department in which they promise to respect the rights of copyright holders. While the IT Department does not monitor its networks for content, it may monitor the volume of use (bandwidth) for any computer on its networks. A student who is using excessive bandwidth may have his or her Internet access reduced or terminated.

Students should be aware that representatives of copyright holders routinely search the Internet for infringers, resulting in lawsuits being filed against students. Such lawsuits may be very expensive to settle. Copyright holders have frequently filed notices of copyright violations directly with The Cooper Union, which requires the school to take immediate action to eliminate infringement.

The IT Department advises against installing and/or leaving file sharing programs on any computer attached to a Cooper Union network. While there are legitimate reasons for using such programs (e.g., the distribution of non-copyrighted software), by operating "silently" they may put the owner of the computer in the position of distributing infringing files, and being liable for such distribution, even though he or she has no intent of doing so.

**Policy on Religious Observances** No student shall be refused admission to or be expelled from The Cooper Union solely because he/she is unable to participate in any examination, study or work requirement because of religious observances and practices. It is the intent of The Cooper Union to accommodate reasonably individual student and faculty religious obligations and practices without penalty, based on good faith effort and due notice to those relevantly concerned of the anticipated religious observance date. There is a mutual obligation of students and faculty to provide prior notice to each other of anticipated absences. Students absent because of religious observances and practices will be given the opportunity to make up any examination, study or work requirement missed without penalty.

**Bicycle Policy** As of September 27, 2010 Cooper Union has 24 indoor bicycle parking spaces (for non-folding bicycles) for faculty, staff and students of the Cooper Union only. The parking facility is located in the lower level of the Foundation building. Access to the parking facility is as follows:

- To determine if there are spaces available, check the sign at the entrance to the Foundation Building. The security desk in the Foundation Building will have serial-numbered tags equal to the number of spaces available in the parking facility at that time.
- To obtain a tag you must show valid Cooper ID and sign in.
- The security guard will give you the tag which must be locked or chained to your bicycle at all times the bicycle is in the building.

- You must return the tag and sign out when you leave the building.
- When there are no more tags at the security desk, there is no more indoor parking and your bicycle must remain outside.
- You must use the square elevator to reach the lower level and to return to street level. You may not use the stairs or the round elevator.
- No more than three bicycles may be in the elevator at the same time.
- You must lock your bicycle and tag to the bike rack.
- No overnight parking—bicycles must be removed when the building closes. (Except when there is 24 hour building access.)
- Failure to follow these guidelines will result in termination of an individual's access to indoor bicycle parking.
- If a bicycle is found in any other part of the building, or in any other building on campus, it will be removed without prior notice to the owner.
- Harassing security or any other Cooper employee regarding access to the facility will result in termination of an individual's access to indoor bicycle parking.

THE BICYCLE POLICY IMPLEMENTED IN SEPTEMBER 2009 REMAINS IN EFFECT FOR ALL OTHER BICYCLES.

The Cooper Union encourages the use of the bicycle as a viable mode of transportation to and from campus. To ensure the safety of our faculty, students and staff, and taking into account the college's space constraints, the following bicycle policy was implemented September 1, 2009.

Bicycles that do not fold are not permitted in the Foundation Building, 41 Cooper Square, the Residence Hall or 30 Cooper Square. Nor are loose bicycle tires permitted in these buildings. Folding bicycles, which must be covered prior to entering the building, may be stored in offices or lockers. Folding bicycles stored in lockers must fit within the locker such that locker doors remain closed. Bicycles found in public spaces such as studios, hallways, laboratories and lounges will be removed. Violators of this policy will be subject to disciplinary action and will be responsible for any assessed damages. Violations by persons represented by a labor organization will be handled in a manner consistent with the applicable collective bargaining agreement.

Bicycles may be parked outdoors only in those areas which have been specifically designated for this purpose. A bicycle parking area is indicated by the presence of bicycle racks. Bicycles may not be parked in a way which would impede access to a building entrance or exit. No bicycle may be parked at any entrance, exit or access ramp to any Cooper Union owned building.

In the event that bicycles are stolen on campus, members of the Cooper Union community should report the incident to the Office of Buildings and Grounds. In addition, members of the Cooper Union community are also encouraged to report the incident to the local Police Precinct (212.477.7811). The Cooper Union is not responsible for lost or stolen personal belongings, including bicycles.

**Policy on Smoking** In accordance with the New York City Clean Indoor Act, as amended, and New York State Public Health Law Article 13-E, the following Smoking Policy is effective at The Cooper Union September 1, 2009:

Smoking is prohibited at all times in all college owned buildings, including but not limited to auditoriums, classrooms, laboratories, offices and public areas and the Student Residence Hall. Furthermore, smoking is not permitted within 25 feet from a Cooper Union facility entrance.

This smoking policy is intended to keep the air clear of smoke for those within our facilities and for those entering and leaving Cooper Union owned buildings.

The Cooper Union requests and expects your cooperation and assistance in the implementation and enforcement of the smoking prohibition. Those who do not comply with this policy will be subject to disciplinary action up to and including fines and/or expulsion from the college, or termination of employment. Complaints against persons represented by a labor organization will be handled in a manner that is consistent with the applicable collective bargaining unit.

Conflicts related to smoking among employees should be brought to the attention of appropriate supervisory personnel and, if necessary, referred to the equal opportunity officer. To report an incident concerning violation of this policy, please send a written report to the director of facilities management.

Students alleged to be in violation of the policy are subject to disciplinary action through the appropriate student conduct jurisdiction.

In accordance with the law, any individual can voice objections to smoke that gathers in any smoke-free area without fear of retaliation.

**Policy on Alcoholic Beverages and Illegal Drugs** The Cooper Union strictly adheres to all local, state and federal laws relating to the use, possession or illegal manufacture of drugs and alcohol on its premises or at any official college-sponsored event. Violators may be subject to prosecution in accordance with federal, state or municipal law and are subject to The Cooper Union disciplinary proceedings as outlined in *The Code of Conduct*. On campus, students over the age of 21 may consume alcohol only in the context of official campus events where there is a security guard present to check IDs. Alcohol may not be carried from the room in which it is served. Student groups recognized by the Joint Activities Committee and approved for a budget line for serving alcohol must apply for an alcohol permit and follow The Cooper Union's procedures listed at the end of this section.

### **NEW YORK STATE LAW REGARDING ALCOHOL**

Section 65 of the New York State Alcohol Beverage Control Law states:

"No person shall sell, deliver, give away or cause or permit to be sold, delivered or given away any alcoholic beverages to:

- Any person, actually or apparently, under the age of twenty-one (21) years;
- Any visibly intoxicated person;
- Any habitual drunk."

In addition, legislation enacted in November 1991 specifies that a U.S. or Canadian driver's license or non-driver's identification card, a valid passport or an identification card issued by the United States Armed Forces must be used as written evidence of age for the purchase of alcoholic beverages. New York State law also prohibits the possession of alcoholic beverages with the intent to consume by a minor and penalizes the use of a fraudulent proof of age to procure alcohol. Social host liability may be imposed on any person who serves alcohol to a minor.

**Procedures for Use in Serving Alcoholic Beverages at Student Events/Exhibitions:** Student groups recognized by the Joint Activities Committee must first apply for and be approved for a budget for their event. No later than two weeks before the approved event, two members of the student group must apply for an alcohol permit from the dean of students and complete arrangements to hire security guards. These student sponsors must sign an agreement to follow the rules listed below:

### **Serving Alcohol**

1. The serving of hard liquor is not permitted.
2. The Cooper Union has a New York State Liquor Authority permit for the serving of wine and beer at student events. Such serving will be limited to those persons who can prove attainment of the minimum legal drinking age in New York State of 21 years. To facilitate quick identification of students of legal age at the point of service, a process of carding that requires the presentation of a Cooper Union ID will be carried out by a security guard available solely for that purpose and paid for by the student sponsors either through allocated JAC funds, or, in the case of student exhibitions, by the student exhibitors. There are no exceptions to this requirement.
3. Sponsors of events have the primary responsibility for ensuring that only those of legal drinking age are served alcohol. Sponsors must include at least two persons 21 years of age or older, and they must sign the required alcoholic beverage permit. Before authorization to hold an event can be given, all student sponsors must undergo an orientation with the dean of students or a designated representative of the Office of Student Services.
4. Such events must include the serving of food, in sufficient amount for the numbers attending, and the displaying of a variety of non-alcoholic beverages must be featured as prominently as alcoholic beverages and dispensed in the same area.
5. The promotion of alcohol in advertisements for events is not permitted. Other aspects of the event such as entertainment or food should be emphasized in the advertisements.
6. The serving of alcoholic beverages should be discontinued at approximately one hour before the end of the event.
7. Event sponsors must not only refuse to serve alcoholic beverages to anyone who appears intoxicated, but also must provide appropriate assistance to such persons. Assistance may include, but is not limited to, providing safe transportation arrangements for intoxicated guests and arranging for medical help.
8. State law requires that a U.S. or Canadian driver's license or non-driver identification card, a valid passport or an ID issued by the U.S. Armed Forces must be used as written evidence of age for procuring alcoholic beverages.
9. The amount of alcohol permitted shall reflect the number of students over 21 years of age expected at the event, as approved by the dean of students, and in no case shall exceed two kegs of beer.

### Exhibitions

Students who wish to serve alcohol in connection with a student exhibition opening should consult the appropriate academic dean for the policies and procedures to follow, including ordering a guard. The following rules apply to all exhibitions where alcohol is served.

1. The serving of hard liquor is not permitted.
2. Alcohol service will be permitted at student receptions only when the student presenters are over 21 years of age. In the case of a group presentation the majority of students must be over 21.
3. The Cooper Union has a New York State Liquor Authority permit for the serving of wine and beer at student events. Such serving will be limited to those persons who can prove attainment of the minimum legal drinking age in New York State of 21 years. To facilitate quick identification of students of legal age at the point of service, a process of carding that requires the presentation of a Cooper Union ID will be carried out by a security guard available solely for that purpose and paid for by the student exhibitors. There are no exceptions to this requirement.
4. Such events must include the serving of food, in sufficient amount for the number attending, and the displaying of a variety of non-alcoholic beverages must be featured as prominently as alcoholic beverages and dispensed in the same area.
5. The promotion of alcohol in advertisements for events is not permitted.
6. Event sponsors must not only refuse to serve alcoholic beverages to anyone who appears intoxicated, but also must provide appropriate assistance to such persons. Assistance may include, but is not limited to, providing safe transportation arrangements for intoxicated guests and arranging for medical help.
7. State law requires that a U.S. or Canadian driver's license or non-driver identification card, a valid passport or an ID issued by the U.S. Armed Forces must be used as written evidence of age for procuring alcoholic beverages.
8. The amount of alcohol served at a student reception shall not exceed 48 (12 oz.) cans or bottles of beer or 12 (750 ml.) bottles of wine.

### CAMPUS SECURITY AND SAFETY

The Cooper Union has been fortunate in maintaining an atmosphere where serious criminal activities have not occurred. Our goal remains to encourage the integrity, honesty and responsibility of each individual student to maintain an atmosphere of harmony and mutual respect.

Every incident of behavior that seems inconsistent with our philosophy and principles of safety and security should be reported to appropriate campus authorities. The guards in the lobby of each building should be notified immediately of any emergencies. Depending on the circumstances, it may also be appropriate to call the police at 911.

Students and staff should also file an incident report with either the Office of the Director of Facilities Management or with the Office of Student Services. Such reports help The Cooper Union respond to breaches in security. The director of facilities management maintains a daily log of such incidents. This log is available for inspection in room 111, 41 Cooper Square.

When appropriate, information about such incidents shall be disseminated to the community as a whole via fliers or memoranda.

The Campus Crime Awareness and Campus Security Act of 1990 requires colleges and universities to make available to all current students and employees and to all applicants for enrollment or employment statistics concerning the prevalence of certain types of crime on campus and in the neighborhood. These statistics are published annually in the *Campus Safety, Security and Fire Safety Report* available on the Cooper Union website and from the Office of Student Services, 29 Third Avenue, 3rd floor, New York, NY 10003. Crime statistics are available online at <http://opc.ed.gov/security>.

## CODE OF CONDUCT

**Preamble:** As an educational community, The Cooper Union affirms the freedom of its students to pursue their scholarly, artistic and intellectual interests. The Cooper Union has developed policies to safeguard this freedom and to maintain an environment conducive to academic endeavor. These rules are not intended to replace federal, state or municipal laws. All Cooper Union students are responsible for upholding such laws, and any violation of law may result in disciplinary action being taken by The Cooper Union. In addition to the Standards of Conduct defined below, students are bound by the rules of their individual school or program, and any rules regarding the use of the facilities or equipment at The Cooper Union, including, but not limited to, classrooms, the library, the Great Hall, the Student Residence, the Computer Center, laboratories, shops, studios, and other facilities.

The Cooper Union has established separate policies, published elsewhere, to adjudicate claims of academic dishonesty, and claims of discrimination or harassment against a protected class (e.g., race, sex, and disability).

The Cooper Union reserves the right to modify and/or amend this Code at any time it deems necessary and in accordance with applicable laws.

### Part One: Student Rights

Students have certain rights established by federal, state or local statutes or under institutional policy. Among these rights, but not limited to these alone, are:

The freedom to engage in free discussion, inquiry and expression.

The freedom of access to public records.

The freedom of association.

Freedom from assault.

The right to express views on issues of institutional policy.

Freedom of the press.

Freedom from discrimination on the basis of age, race, religion, sex, color, disability, sexual orientation, ethnicity, national origin, or any other legally protected characteristic.

Freedom from discriminatory or sexual harassment.

Freedom from improper academic evaluation.

### Part Two: Standards of Conduct for Students

**Category A** The Cooper Union finds the following violations extremely serious and subject to the highest penalties:

1. Physical assaults resulting in injury, including sexual assaults.
2. The sale of drugs in a manner that violates federal or state law.
3. Possession of drugs, as defined as a felony, under state or federal law.

4. Undermining campus safety by setting off false fire alarms, discharging fire extinguishers, tampering with security systems, or ignoring the instructions of security guards or studio monitors.
5. Possessing or introducing dangerous weapons to campus in the manner prohibited in the Weapons Policy.
6. Violations of campus alcohol policy that result in injury or damage to property or undermine the safety and security of the campus community, including acts of hazing.
7. Acts of fraud. Some examples of these acts, but not limited to the following, are: misrepresentation, falsifying records or documents, assuming the identity of another person, or furnishing fraudulent information.
8. Acts of theft or vandalism (including graffiti) against the property of another student, guest, staff or faculty member or against the property of Cooper Union itself.
9. Reckless behavior involving the interior or exterior structures of campus buildings. Some examples of these acts, but not limited to the following, are climbing the grid of 41 Cooper Square, hanging over terrace balustrades, and accessing the roof of the Student Residence.

For these categories of violation, the sanction will ordinarily be suspension or dismissal. In some cases, the Presidential Right of Summary Suspension will be invoked.

**Category B** The purpose and ideals of The Cooper Union depend, for their full achievement, on respect, cooperation and integrity among members of the community. The Cooper Union has adopted the following rules of behavior in the interests of maintaining an orderly atmosphere.

1. At all reasonable times, a student shall comply with a request for identification from an employee or security guard of The Cooper Union.
2. Students will respect the building hours and will leave the premises at the appropriate time.
3. Students will cooperate with the staff supervising the facilities of The Cooper Union.
4. Except for actions protected under state or federal law or the institutional governances, a student may not willfully obstruct or disrupt any authorized activities on college premises or other Cooper Union activities, including its public service functions.
5. A student may not engage in libel or slander.
6. A student may not be involved in acts that cause physical or psychological harm.
7. A student may not consume, buy, sell, borrow, possess, lend or give as a gift any drug, narcotic, or alcoholic beverage in such a way that would be a violation of any local, state or federal law or the institutional alcohol policy.

**8.** When a student has a guest on campus, the appropriate guest procedures must be followed, and the student is responsible for the conduct of his or her guest and for any damages caused by that guest.

**9.** The use of the computer and network facilities is for the purpose of supporting the educational experience at The Cooper Union. Unauthorized or inappropriate use of these facilities is prohibited. Misuse may include, but is not limited to, damaging or altering records or programs; invading the privacy of other users by using or manipulating directories, files, programs or passwords; engaging in disruptive behavior; illegally duplicating or copyrighted or licensed software; using the facilities in support of a commercial concern or venture or any unauthorized use of network and/or computer hardware, software, accounts or passwords.

**10.** A student may not gamble for money or other valuables while on the campus of The Cooper Union.

**11.** A student may not threaten members of the Student Judicial Committee or attempt to tamper with witnesses to the Student Judicial Committee.

**12.** A student may not smoke within any Cooper Union building or within 20 feet of the entrance to any Cooper Union building.

**Category C: Other Complaints.** The Student Judicial Committee may also consider complaints that are not delineated under Category A or Category B above, provided that the person against whom the complaint is made is notified in writing as to whether the proceeding will follow the rules of Category A or Category B, delineated below.

**Part Three: Presidential Right of Summary Suspension.**

Subject to prompt review, the president of The Cooper Union may summarily suspend a student from the college when, in his or her best judgment, such immediate action is necessary for protecting the health and safety of the college and/or any member of the college community. The president will consult with the student's academic dean prior to such action, if time permits. Any person so suspended shall have all the rights as outlined in *The Code of Conduct*. Summary Suspensions must be reviewed by a judicial panel within seven regular business days of the suspension. Until and unless the accused is found to have violated the Standards of Conduct, his/her status as a member of the Cooper Union community shall not be altered. Any person so suspended shall have the right, if the suspension is not upheld, to excused absences from all classes and examinations during the suspension period.

**Part Four: The Cooper Union Student Judicial Committee**

**1.** Jurisdiction. The Student Judicial Committee of the Joint Student Council shall have jurisdiction of all matters involving an alleged violation of the Standards of Conduct stated above.

**2.** Membership. Each student council shall elect two representatives and two alternates to the Student Judicial Committee and one representative and one alternate to the Judicial Appeals Committee. Student Judicial Committee members must be elected to the Joint Student Council with plurality and cannot be on probation for academic reasons or have been issued a sanction by the Student Judicial Committee. Judicial panels shall ordinarily be chosen from members of the Student Judicial Committee; however, any member of the Joint Student Council eligible to serve on the Student Judicial Committee can serve on a judicial panel if necessary.

**3.** General Rules. Proceedings conducted by the Student Judicial Committee are completely independent of any civil or criminal proceeding and may occur simultaneously with such court action. The Student Judicial Committee is administrative, rather than criminal or civil, in nature. The standard of proof applied by the Student Judicial Committee shall be "preponderance of the evidence." Judicial Panels do not use technical rules of evidence. Committee members may take notice of any matter in the common experience of Cooper Union students.

Before calling a Judicial Panel, the dean of students shall review the list of eligible panelists for possible prejudice with the complainant and the person being accused. The dean of students shall notify the members of the Judicial Panel as to the time and date of the hearing. This does not preclude the dean of students from acting as witness, if necessary.

Representatives to the Student Judicial Committee may also serve as mediators in informal hearings.

All hearings shall be considered confidential except when applicable law mandates disclosure to the community; the complainant, however, shall have the right to be notified as to the result of the hearing.

Every student charged under *The Code of Conduct* shall be presumed not to have violated *The Code of Conduct* until the Judicial Panel arrives at its decision.

If, because of a disability, a student participating in the any stage of the hearings (or subsequent appeals process) in any capacity requires a modification to policies, practices, or procedures, and/or an auxiliary aid or service the student should submit such a request in writing to the dean of students at least five days prior to the scheduled start of the hearing so that the request can be appropriately assessed prior to the start of the hearing.



**4.** Judicial Panels for Category A Violations. For a Category A offense, the Judicial Panel shall be a subcommittee of the Student Judicial Committee drawing one representative from each student council plus any two administrative officers of The Cooper Union. The associate dean of the school in which the student charged in the complaint is registered shall ordinarily be invited to participate as one of the administrative officers on the Judicial Panel in the Category adjudication. Persons charged with a Category A offense have the right to a representative of his or her choice at his or her expense, but the representative's role will be limited to providing support to the person being charged. Cooper Union may also appoint a lawyer to such committee to serve as an adviser to the committee members.

**5.** Judicial Panels for Category B Violations. For a Category B offense, the Judicial Panel shall be a subcommittee of three from the Student Judicial Committee, generally one representative from each school.

A Judicial Panel formed under the rules of Category B has the right to stop the hearing and request that the case be heard instead under Category A Rules, so long as the parties are notified and the Category A hearing is scheduled within 7 days.

#### **Part Five: Procedures for Filing Charges**

**1.** Any member of the Cooper Union community may file a written complaint about an infraction of the Standards of Conduct by a student. Such complaint should be addressed to the Student Judicial Committee and delivered to the Office of Student Services, 29 Third Avenue, 3rd floor, New York, NY 10003, Attention: Dean of Students.

**2.** A complaint must be made within 30 days of the alleged infraction.

**3.** The complaint must set forth the basic facts of the alleged infraction, including the date, time, and place in which the incident occurred.

**4.** The dean of students will meet with the complainant to determine if the complaint can be resolved informally or through mediation. The penalties of warning, probation or loss of privileges may be meted out in these cases by the dean of students, with the agreement of all parties concerned.

**5.** Absent a successful resolution, the dean of students will schedule a hearing within 10 business days. S/he will notify the student being charged by letter of the charges, place and time of the hearing, and whether it will be conducted as a Category A or B hearing.

#### **Part Six: Procedures for Conducting Hearings**

**1.** The Judicial Panel shall elect one of its members to be chairperson and to preside over the hearing. The person presiding shall exercise control over the proceedings to avoid needless consumption of time and to achieve orderly completion of the hearing. Any person who disrupts a hearing, including the parties to the complaint, may be excluded by the person presiding.

**2.** The failure of the student charged to appear at the stated time and place shall constitute a waiver of the right to a hearing. The complainant shall have the option of not appearing at the hearing; however, a complainant cannot selectively attend portions of the hearing but must follow the instructions of the chairperson.

**3.** Any person being charged, having appeared at the hearing, shall have the right to contest the acceptance into the record of any evidence presented in support of the charges.

**4.** Each party shall have the right to summon witnesses, provided that a list of these is presented to the dean of students 72 hours prior to the hearing. The chairperson of the hearing shall have the right to exclude witnesses who appear to offer redundant testimony.

**5.** Each party may question the other party's witnesses, under the supervision of the chairperson.

**6.** The chairperson shall summon witnesses into the hearing room and ask them to withdraw once they finish testifying.

**7.** Hearings shall be taped on an audio recorder. Tapes shall be destroyed at the expiration of the appeal process.

**8.** After testimony is concluded, the panel shall come to a decision and present the decision in writing to the person being charged, either by hand or by mail to the last address given by the student.

**9.** In the event of a disciplinary dismissal, the president shall review the recommendation before it is put into effect.

### Part Seven: Disciplinary Sanctions

By majority vote, the Judicial Panel may impose any of the following sanctions. The Student Judicial Committee will retain a written copy of the sanction in its file until the student permanently separates from The Cooper Union.

- 1.** Warning. A warning in writing, in the case of a minor infraction, that further violation of the Standards of Conduct may result in a more severe disciplinary sanction.
- 2.** Loss of Privilege. In cases that involve breaking the rules of a specific facility, students may lose the privilege of using that facility on a temporary or permanent basis or have the hours of their use restricted.

A student who loses privileges may also be issued a warning or higher penalty.

- 3.** Behavioral Probation. A letter of censure given in instances of more serious violations of the Standards of Conduct. Behavioral probation is a trial period in which a student who has been in difficulty has the opportunity to demonstrate that he or she can be a responsible member of the community. The terms of the probation may be varied to fit the individual circumstances.
- 4.** Suspension. Given in cases where it is judged that the student should be removed from the college community. This penalty is for a stated period of time, either one semester or one year. A suspended student is prohibited from being on any Cooper Union premises during the period of the suspension without written authorization from the Office of the President. A notification of the suspension will be sent to the Office of Admission and Records, the Office of the President, and the Office of Buildings and Grounds as well as to the student's academic dean.
- 5.** Dismissal. Subject to the approval of the president of the college before taking effect, a disciplinary dismissal involves involuntary and permanent dismissal from the college. The president shall have the right to accept, reject or modify the proposed dismissal. The dismissal will be a permanent part of the student's file and will be noted on his or her transcript.
- 6.** Other Actions. The Judicial Panel may impose other penalties that it deems appropriate to the infraction. Examples of such penalties are: financial restitution for damages or for medical expenses, letters of apology, community service work, etc.
- 7.** Legal Action. The above listed penalties shall be in addition to any penalties or liabilities pursuant to the laws of the State of New York, both civil and criminal. Cooper Union or its designee may, at its discretion, depending on the gravity of the violation, file a criminal or civil complaint. Filing an action under this Code does not preclude the complainant from also filing a civil or criminal complaint.

### Part Eight: Appeal Process

- 1.** Filing an Appeal. Any student found to have violated any of the Standards of Conduct may appeal the decision of the Judicial Panel within 4 business days by writing a letter to his or her academic dean setting forth the reasons why the appeal is being made. The dean will convene an Appeal Board within 5 days of receiving the appeal letter.
- 2.** Composition of the Appeal Board. The board will consist of two students and one academic dean. Ordinarily, the academic dean and one of the students shall come from the same school as the appellant. The remaining student shall be from one of the other schools. Alternates may replace student representatives and have full rights to vote on the appeal board.
- 3.** Limitations of the Authority of the Appeal Board. The Appeal Board shall limit its review to these issues:
  - does the record show that the party had a full and fair opportunity to present his or her case?
  - was the sanction imposed fair and proper in light of the infraction proved?
- 4.** Decision of the Appeal Board. After considering the record and the letter of appeal, the Appeal Board may:
  - a.** Accept the decision of the Judicial Panel;
  - b.** Return the case to the Student Judicial Committee for a further hearing in keeping with the Appeal Board's instructions;
  - c.** Reverse the Judicial Panel's decision and dismiss the case;
  - d.** Accept the Judicial Panel's decision but reduce the sanction. The sanction may not be increased.

If the Appeal Board accepts the decision of the Judicial Panel, whether or not it reduces the sanction, the matter shall be deemed final.

# THE IRWIN S. CHANIN SCHOOL OF ARCHITECTURE

## MISSION STATEMENT

The mission of The Irwin S. Chanin School of Architecture is to provide for its students the finest professional education available within an intellectual environment that fosters and expands their creative capacities and sensibilities and establishes the foundation for a productive professional life. The school is committed to the belief that one of society's prime responsibilities is toward learning and education in the deepest sense: that the exercise of individual creativity within a willing community is a profoundly social act. Fundamental to the mission of the school is the maintenance of an atmosphere in which freedom of thought and exploration can flourish, where students can explore and utilize their special and individual talents, interests and modes of working, to their highest potential.

## **BACHELOR OF ARCHITECTURE PROFESSIONAL DEGREE CURRICULUM**

**Aims and Objectives** The School of Architecture offers a five-year program leading to the bachelor of architecture, a first professional degree accredited by the NAAB. The architecture curriculum is designed to prepare students for a rich array of opportunities in the profession, offering a broad cultural and intellectual foundation in the liberal arts as they relate to the design of the environment at all scales. The discipline of architecture interpreted in the widest possible sense as a cultural practice is seen as a basis for a fully-rounded education at the undergraduate level. Students develop their knowledge and design skills within a framework of studios and courses that stimulate research and debate into the nature and role of architecture as a cultural practice with profound social and environmental implications.

The content of the curriculum, based on a wide cultural view of architecture, reflects broad ethical values. Faculty-student interaction is conducted on an intensive basis in the design studio and other classes. Within this framework faculty members encourage students to develop their individual interests and strengths, with a constant stress on fundamentals and a basic commitment intended to equip the graduate with a lasting ability to produce an architecture that is a meaningful synthesis of the social, aesthetic and technological. The relationship between architecture and other creative disciplines is stressed through the five years. Students are encouraged to express themselves both verbally and visually.

In a moment where the nature, role and scope of the architect is rapidly assuming new directions and dimensions in both the social and technological domains, the school emphasizes the principles of design and their underlying human values, while preparing students to respond positively to change. The program seeks to engender a strong sense of the responsibilities of service and leadership, team-work and individual creativity essential to the development of principled professionals dedicated to interpreting and constructing the spatial needs of the community.

The five-year design sequence is carefully structured to introduce the student to the principles of architectonics, the investigation of program and site, structures and environmental and building technologies, in a comprehensive and integrated curriculum. The studios comprise an introduction to the basic elements of form, space and structure; complex institutional design problems in their urban context; and a year-long thesis that demonstrates the student's ability to synthesize a comprehensive understanding of architecture in society. The traditional and

essential skills of drawing, model-making and design development are complemented by a full investigation of the analytical and critical uses of digital technologies. The study of world architecture and urbanism is deepened by the understanding of individual cultures, environmental and technological issues at every scale. The theory of the discipline, past and present, is investigated through the close analysis of critical texts and related to the theory and practice of other arts, such as public art, film and video. The position of the School of Architecture, together with the Schools of Art and Engineering and the Faculty of Humanities and Social Sciences, offers a unique opportunity for interaction and interdisciplinary research and experience.

The Cooper Union's location in New York City in the heart of downtown Manhattan provides a stimulating professional, social and cultural context for the education of an architect and an urban laboratory for the study of design in society. The numerous cultural institutions of the city provide an inexhaustible resource for research and experience outside the studio and classroom. The school's faculty includes nationally and internationally recognized architects; the school's diverse student body consists of highly talented and motivated individuals and its distinguished alumni are leaders in architecture and related fields.

The Irwin S. Chanin School of Architecture offers a five-year program leading to the bachelor of architecture degree. The degree requirements are intended to provide students with a rigorous training in and exposure to the creative and technical aspects of architecture. The professional courses in the curriculum are supplemented and enhanced by required courses both within and outside the discipline of architecture. The requirements are as follows:

Courses	Credits	
	Sem 1	Sem 2
<b>First Year</b>		
Arch 111 A-B Architectonics	4	4
Arch 114 A-B Freehand Drawing	3	3
Arch 115 A-B History of Architecture I	3	3
Arch 118 A-B Computer Applications and Descriptive Geometry	2	2
FA100R A-B Introduction to Techniques	1	1
Arch 103-4 Calculus and Analytic Geometry	3	3
Freshman Seminar	3	-
Texts and Contexts: Old Worlds and New	-	3
Total Credits First Year	19	19
<b>Second Year</b>		
Arch 121 A-B Design II	5	5
Arch 122 A-B Structures I	2	2
Arch 125 A-B History of Architecture II	3	3
Ph 165-6 Concepts of Physics	2	2
The Making of Modern Society	3	-
The Modern Context: Figures and Topics	-	3
Total Credits Second Year	15	15
<b>Third Year</b>		
Arch 131 A-B Design III	5	5
Arch 132 A-B Structures II	2	2
Arch 133 Introduction to Urban History and Theories	-	2
Arch 134 A-B Environmental Technologies	3	3
Arch 135 A-B Building Technology	2	2
Electives*	4	2
Total Credits Third Year	16	16
<b>Fourth Year</b>		
Arch 141 A-B Design IV	5	5
Arch 142 A-B Structures III	2	2
Arch 143 A-B Construction Management	1	1
Electives *	7	7
Total Credits Fourth Year	15	15
<b>Fifth Year</b>		
Arch 151 A-B Thesis	6	6
Arch 152 Structures IV	2	-
Arch 154 A-B Professional Practice	1	1
Arch 205/225 Advanced Concepts/Topics	2	2
Electives *	4	6
Total Credits Fifth Year	15	15
<b>Total Credit Requirement for B.Arch. Degree</b>	<b>160</b>	

\*The elective component for bachelor of architecture candidates can be fulfilled by elective courses in areas such as humanities and social sciences, visual arts, mathematics and science and languages. Approval for these elective courses must be granted by the appropriate academic faculty. A minimum of six elective credits must be taken in the humanities and social sciences.

The School of Architecture curriculum includes 32 credits of *required* coursework in general studies (non-professional coursework outside the discipline of architecture). In addition, students are required to complete 13 more credits of *elective* coursework outside the discipline of architecture.

**Minor** Students who complete a minimum of 15 upper-division credits in a specific field of liberal arts may qualify for a minor in that field of humanities and social sciences. Minors are offered and will be designated on student transcripts in the following fields: American studies; art history; literature; history and society. Additional information is available from the office of the dean of humanities and social sciences.

## Accreditation

**NAAB** The National Architectural Accrediting Board mandates that the following information be included in catalogs: In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The Irwin S. Chanin School of Architecture of The Cooper Union offers the following NAAB-accredited degree programs: Bachelor of Architecture (160 undergraduate credits). The next accreditation visit for this program will be in 2016.

The NAAB Conditions for Accreditation, including the Student Performance Criteria, and the NAAB Procedures for Accreditation are available on the NAAB website.

Conditions for Accreditation:

[naab.org/accreditation/2009\\_Conditions.aspx](http://naab.org/accreditation/2009_Conditions.aspx)

Student Performance Criteria:

[naab.org/accreditation/2009\\_Conditions.aspx](http://naab.org/accreditation/2009_Conditions.aspx)  
(Part Two (II): Section 1)

Procedures for Accreditation:

[naab.org/accreditation/2012\\_Procedures.aspx](http://naab.org/accreditation/2012_Procedures.aspx)

## ACADEMIC STANDARDS AND REGULATIONS

**Credits** Only those students who are officially registered in a course (i.e., by approval of the dean of the School of Architecture or a faculty adviser and notification of the Office of Admissions and Records) will have grades and credits entered on their records.

**Satisfactory Progress Toward Degree** The bachelor of architecture degree program is a rigorous course of study that seeks to prepare students intellectually and professionally for the investigation and making of architecture. The privilege of studying at The Cooper Union, with the benefit of a 50%-tuition scholarship for all admitted undergraduate students, brings with it important responsibilities. For students in the School of Architecture, these responsibilities include meeting the requirements of a demanding professional curriculum. All students who accept our offer of admission are expected to fully commit themselves to completing the degree requirements in accordance with the curriculum, which has been designed with great attention to sequence, prerequisites and the relationships between course work and the goals of each design studio. All classes that comprise the curriculum are essential to the education of an architect, and must be successfully completed by each student in the year and sequence intended. Students admitted as freshmen will complete the program in five years; transfer students will complete the program in accordance with their placement in the design sequence.

Students who do not successfully complete required courses as outlined in the curriculum will not be permitted to advance to the next year of study until the missing requirement(s) is/are completed. Since make-up classes are not offered at The Cooper Union, missing requirements may need to be fulfilled through coursework taken outside The Cooper Union. The intention to complete requirements outside The Cooper Union requires a meeting with the appropriate academic adviser or faculty member in order to obtain advance approval of the potential substitute course, and to confirm the minimum grade required in order for transfer credit to be awarded. It is the responsibility of the student to locate an eligible course at a college/university that allows part-time/summer study; the approved course will be taken at the student's expense. Students making up courses in this manner will be permitted to register for Cooper Union classes in September only after the Office of Admissions and Records receives a transcript showing the successful completion of these courses. It is in the best interest of each student to complete their coursework here at Cooper Union in conformance with the approved curriculum.

Students must pass a sufficient number of credits each semester to complete his or her degree requirements within five years of study. When dropping or adding courses, a student must follow all degree requirements for their particular year of study.

The normal course load is 15–19 credits per semester. Students are required to be registered for a minimum of 12 credits per semester. Failure to maintain satisfactory progress toward the degree may be grounds for dismissal.

Students are eligible to register for more than 18 credits per semester, but not more than 20, if they have received at least a 3.0 rating for the previous semester.

**Transfer Students** When admitted, transfer students are offered admission into a specific year of the five-year Design sequence. Placement in the Design sequence is a condition of the offer of admission and not subject to further review or appeal. By accepting the offer of admission, the transfer student agrees to this placement and acknowledges his/her anticipated graduation date. There is no opportunity for transfer students to accelerate through the required Design sequence.

Placement in the Design studio sequence is the only transfer credit evaluation made at the time of the offer of admission. Independently of Design studio placement, transfer students must fulfill all of their B.Arch degree requirements either through transfer credit or by completing required and elective coursework here. Transfer credit evaluation for required and/or elective coursework in the B.Arch curriculum, other than the Design studio, is the responsibility of the individual transfer student. Transfer students are required to seek transfer credit for all other eligible coursework. It may not be possible for transfer students to complete all academic coursework simultaneously with their Design studio requirements. It will be necessary for the matriculating transfer student to successfully complete the design studio to which he or she is admitted, as well as all subsequent studios, as part of his or her degree requirements. The official academic transcript of a transfer student will be reviewed prior to the student's first registration. This review will determine what, if any, additional coursework may be eligible for transfer credit.

**Transfer Credit** Incoming students who have completed college-level academic work outside The Cooper Union may be eligible to receive transfer credit. Approval of transfer credit will be made by the appropriate dean or faculty based on transcripts from other schools and additional materials, including a course description, a course syllabus with topics and course requirements, a reading list and any quizzes, examinations, papers or projects, etc., that demonstrate the level, content and requirements of the course, as well as the student's proficiency with the course topics. If neces-

sary, a proficiency/placement exam may be administered in certain subject areas. Transfer students must be prepared to present these and other requested materials for each course for which transfer credit is sought. Transfer credit evaluation must be completed by the end of the first semester of study.

Currently enrolled students who find it necessary to complete degree requirements at another institution for transfer credit to The Cooper Union must have appropriate advance approval.

Credit may be granted for work done at another institution by any student upon examination by the dean. This credit is to be recorded after satisfactory completion of one semester's work at The Cooper Union.

**Grades** used, with their numerical equivalents, are: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (.7), F (0). The assigned numerical equivalents are used in computing semester and annual ratings by multiplying the numerical equivalent of the grade for each subject by the credits assigned to the subject. The sum of such multiplications for all the subjects carried by a student is divided by the total credits carried by him/her for that period to determine the average rating.

The official meanings for letter grades are as follows:

- A** Outstanding performance
- B** Above average performance
- C** Requirements satisfactorily completed
- D** Minimum requirements met; passing but unsatisfactory
- F** Failure to meet the minimum requirements of a subject
- I** The designation **I** indicates that the work of the course has not been completed and that assignment of a grade and credit has been postponed. An **I** designation is permitted only in cases of illness (confirmed by a physician's letter) or documentation of other extraordinary circumstances beyond the student's control.

The deadline for removal of an **I** designation will be determined by the instructor and recorded at the time the designation is given, but will not be later than two weeks after the start of the next semester. If the **I** is not removed within the set time limit, either by completing the work in the subject or by passing a re-examination, the **I** will automatically become an **F** unless the dean of the School of Architecture extends the time or the student withdraws from school.

The designation of **I** will be granted only with the approval of the dean.

**W** The student has received permission from the instructor and the dean of the School of Architecture and has withdrawn from a course while passing the course requirements at the time of withdrawal. This permission must be obtained before the end of the

sixth week of the semester. The grade is not included in the calculation of the student's semester rating but remains on the student's transcript. (See Change of Program: Withdrawing from a Course, page 39.) Students are not permitted to withdraw from required classes.

**WF** The student has received permission from the dean of the School of Architecture and the instructor and has withdrawn from a course while failing the course requirements at the time of withdrawal. This permission must be obtained before the end of the sixth week of the semester. This grade is included in the calculation of the student's semester rating, its numerical equivalent is 0, and it remains on the student's transcript. (See Change of Program: Withdrawing from a Course, p.39.)

When appropriate, certain courses may be designated as Pass/Fail courses.

**Pass** Requirements completed. This designation is not included in the calculation of the student's semester rating.

**Fail** Failure to meet the minimum requirements of a course. This grade is included in the calculation of the student's semester rating; its numerical equivalent is 0.

**Academic Probation/Final Probation** A semester rating below 2.0 and/or a grade less than **C** in Architectonics, Design or Thesis places a student on automatic probation and may be the basis for final probation or dismissal, as determined by the Academic Standards Committee.

A student who receives a grade of **C-** or below in Architectonics, Design or Thesis may be required by the Academic Standards Committee to repeat the studio. The student may also be removed from automatic probation as determined by the Academic Standards Committee.

A student who receives a grade of **D+**, **D** or **D-** in Architectonics, Design or Thesis will be placed on automatic probation and will be required to repeat the studio. The Academic Standards Committee may place the student on final probation. The Academic Standards Committee may also set further academic and/or grade requirements for the student.

A student who receives an **F** in Architectonics, Design or Thesis will be placed on final probation and will be required to repeat the studio. The student will be required to receive a grade of **C+** or better in the repeated class. A student who fails to meet this condition may be dismissed by the Academic Standards Committee.

A second probation may result in final probation or the dismissal of the student. The Academic Standards Committee may place a student on final probation.

A student placed on automatic probation may be subject to academic requirements as determined by the Academic Standards Committee.

A student on final probation who receives a semester rating below 2.0 and/or a grade less than **C** in Architectonics, Design or Thesis at any point in the remainder of his or her academic career in the School of Architecture will be immediately, automatically and permanently dismissed from The Cooper Union with a forfeit of the right of appeal. Automatic dismissal on final probation unconditionally and irrevocably terminates a student's academic career in the School of Architecture.

A student on probation may not carry more than 18 credits a semester.

Each student is responsible for his or her total accomplishment and for being continuously aware of the standards defined in the preceding paragraphs. Students whose work by mid semester indicates possible failure to meet the minimum standards of a course, including excessive absences, should arrange to meet with their respective faculty to address the matter in detail.

A student must have a cumulative grade point average of 2.0 or better in order to graduate from the School of Architecture.

A student may not repeat any Design studio (or Architectonics and Thesis) more than once.

Any student who fails Arch 151 (Thesis) twice will be dropped automatically from the program.

Additional credits for repeated Design studio (including Architectonics or Thesis) do not count towards the 160 credits required for the B.Arch degree.

**Change of Grade** A change in an official grade of record cannot be made by the dean of admissions and records without the express consent of the dean of the School of Architecture. The dean of admissions and records will automatically convert an **I** designation to an **F** if an official change of grade is not submitted within the two-week deadline after the start of the following semester. Grade changes will not be accepted after one calendar year has elapsed from the completion of the course.

### **Change of Program**

**Adding a Course** A student is permitted to add a course only during the first week of a semester, during the drop/add period, and only with the dean's approval.

Adding a course after the drop/add period is not permitted even if the student has been attending the class.

**Dropping a Course** A student may drop a course during the first week of the semester, during the drop/add period, with the dean's approval. A student who wishes to drop a course may be required to add equivalent credits in another course as needed to maintain satisfactory progress towards the degree.

A course dropped during the first week of the semester will be deleted from the transcript.

**Withdrawing from a Course** After the drop/add period a student may withdraw from a course through the sixth week of the semester, with the dean's approval. If the student is passing the course at the time of withdrawal, a grade of **W** will appear on the transcript. If the student is failing the course at the time of withdrawal, a grade of **WF** will be recorded. It is the student's responsibility to obtain the necessary permission from the school and to notify the instructor in order to withdraw from a course.

Failure to attend a class does not constitute withdrawal; a student who fails to attend a class without formally withdrawing will earn a grade of **F** in the course. A student may not withdraw from a course to avoid receiving a failing grade.

A student is not permitted to drop or withdraw from a course if doing so would impede satisfactory progress towards the degree.

### **LEAVE OF ABSENCE**

**Mandatory Leave of Absence** A student's academic record will be reviewed by the Academic Standards Committee if it meets any of the criteria for Academic Probation/Final Probation (see page 38 for more information).

If the student is permitted to continue, the student will do so as per the instructions of the Academic Standards Committee. A student who is required to repeat studio (Architectonics, Design or Thesis) may also be required to meet other conditions set by the Academic Standards Committee. If it is not possible for the student to make significant progress towards the degree requirements in the semester prior to repeating the studio course (as determined by the Academic Standards Committee and/or the dean), the student will be placed on a mandatory leave of absence for one semester and will resume his or her studies in the following semester by repeating the required studio and enrolling in other classes for a total registration of at least 12 credits. The student's registration must be approved by the dean.



**Discretionary Leave of Absence** Students who have completed at least one year of study may request an interruption of their studies for a Discretionary Leave of Absence. A written request for the Leave must be submitted to the associate dean. A Discretionary Leave of Absence for up to one year (2 semesters) with an automatic guarantee of reinstatement may be granted to students in good academic standing who are making satisfactory progress toward the degree.

A request for a Discretionary Leave beginning in Fall semester must be made before April 15. A request for a Discretionary Leave beginning in Spring semester must be made before November 15. Approval for a Discretionary Leave is neither automatic nor guaranteed.

**Returning from a Discretionary Leave** Students on a Discretionary Leave must notify the associate dean of their intention to return at least four (4) weeks prior to the registration period for the semester of their intended return. The dean must notify the registrar to reactivate the student record.

**Medical Leave of Absence** A student who must interrupt his/her studies for medical reasons must submit a written request for a Medical Leave of Absence to the associate dean along with supporting documentation, which must include a letter from the treating health care provider.

**Returning from Medical Leave** A student on a Medical Leave of Absence must notify the associate dean of his/her intention to return at least eight (8) weeks prior to the semester of the student's intended return. The student must also provide a letter from his/her treating health care provider that he/she is ready and able to return to school. The dean must notify the registrar to reactivate the student record.

**Compulsory Medical Leave of Absence** The Cooper Union seeks to foster a safe and peaceful campus environment (including, but not limited to its classrooms, laboratories, studios, shops, and dormitories) that nurtures its students' well-being and allows them to focus on their studies.

The professional degree programs at The Cooper Union are exceptionally rigorous courses of study that require a student's full commitment of time and effort and involve collaborative work in shared studios and laboratories. Additionally, in light of the highly specialized technical skills needed to run equipment in its shops and laboratories, The Cooper Union has the highest concern for safety on its premises and has appointed staff and faculty to supervise these facilities. Such concerns are carefully balanced with the institution's historic commitment to student rights.

If a staff or faculty member notifies the dean or associate dean that a student's conduct, actions or statements indicate that the student: (i) poses a threat of harm to the safety of others (either directly or through an inability to safely perform any necessary functions as a student); and/or (ii) is engaged (or may engage) in behavior or conduct that is disrupting the academic experience of others on campus, the dean will promptly assess such concerns and determine whether there is a problem, the nature, duration and severity of the problem, and the probability that such harm or disruption may occur. The associate dean of architecture or the dean of students will promptly meet with the student to analyze the situation. If a medical situation is involved, the student may be asked to provide medical information from a healthcare provider in order to clarify the situation as necessary. Considering all the information, the dean will determine if a problem exists and, if so, whether a reasonable modification of policies, practices or procedures or the provision of auxiliary aids or services can appropriately mitigate the problem. If so, following such an accommodation /modification, the student will be permitted to continue with his/her studies. At any point during the investigative process, the student will have the right to take voluntary Medical Leave of Absence following the procedure stated above.

If an accommodation/modification cannot sufficiently alleviate the risk/disruption to allow the student to remain actively enrolled, and the student is not able or willing to take a voluntary Medical Leave of Absence, the associate dean may recommend to the Academic Leadership Team that the student be placed on Compulsory Medical Leave of Absence. The student will be sent a letter notifying him or her of the associate dean's recommendation for a Compulsory Medical Leave of Absence, the basis for such a recommendation, and inviting the student to a hearing on this matter. This hearing—granting the student the opportunity to respond to this recommendation—will be conducted by one member of the Academic Leadership team and one other officer of The Cooper Union and will be held no sooner than five (5) days after the letter is sent to the student. If necessary, the student may request accommodations (e.g., modifications to policies, practices, or procedures; the need for an auxiliary aid or service) to participate in the hearing. At this hearing, the student may submit additional medical records and/or other appropriate information/documentation. The hearing officers will decide whether to accept the recommendation, reject it, or modify it and will inform the student within 24 hours of their decision, in writing. The hearing will be digitally recorded.

A student may be temporarily suspended from the institution prior to this hearing.

A student may be placed on Compulsory Medical Leave for either a semester or a year, depending on the nature of the circumstances of the leave, submitted medical documentation, and the student's academic program. Students placed on Compulsory Medical Leave will be asked to provide an evaluation from a physician of The Cooper Union's choosing attesting to their medical readiness to resume their studies, with or without accommodation.

**Appeal Process** A student who has been the subject of a hearing under these procedures may appeal the decision of the hearing committee within three business days by writing a letter to the vice president for finance, administration & treasurer/equal opportunity officer or dean of architecture setting forth the reasons why the appeal is being made. The vice president will convene an Appeal Board within three days of receiving the appeal letter. The board will consist of the vice president or her designee and one member of the Presidential Leadership Team who was not involved in any way in the prior hearing. The Appeal Board shall limit its review to these issues:

—does the record show that the party had a full and fair opportunity to present his or her case?

—does the solution imposed achieve the proper balance between maintaining a safe and peaceful campus environment and respecting the rights of the student to continue his or her education? After considering the record and the letter of appeal, the Appeal Board may:

Accept the decision of the hearing committee;

Order a new hearing in keeping with the Appeal Board's instructions;

Reverse the hearing committee's decision in its entirety;

Accept the hearing committee's decision but modify the solution.

If the Appeal Board accepts the decision of the hearing committee, whether or not it modifies the terms of the compulsory medical leave, the matter shall be deemed final.

**Readmission** Students who have withdrawn from the School of Architecture after having completed at least one year of study at The Cooper Union must reapply to the school to be considered for readmission as a transfer applicant.

Students who have withdrawn from school before they have completed one year of study at The Cooper Union must reapply through the freshman admission procedure.

Students who have been dismissed by the Academic Standards Committee or to whom the Academic Standards Committee has given permission to withdraw in lieu of dismissal and are eligible for readmission must apply within two years to the chair of the Academic Standards Committee before May 15 for admission

in September and before November 15 for admission in January. They should be prepared to demonstrate a change from the circumstances that warranted their dismissal.

Former students who have been dismissed by the Academic Standards Committee or to whom the Academic Standards Committee has given permission to withdraw in lieu of dismissal and who have been out of The Cooper Union for more than two years (four semesters) at the time of anticipated return must apply through the regular admission procedure. If offered admission, previous Cooper Union credits earned may be evaluated for transfer credit.

**Residence** A candidate for a degree must be enrolled and in residence during the entire academic year immediately preceding the granting of the degree.

**Graduation** To be eligible for graduation, a student must complete the minimum number of credits listed for his or her curriculum and must spend a minimum of four semesters in full-time resident study at The Cooper Union.

Students are responsible for their total accomplishment and for being continuously aware of the standards for graduation.

Graduation requirements as outlined in this catalog are guidelines that are subject to change.

## MASTER OF ARCHITECTURE II POST-PROFESSIONAL DEGREE CURRICULUM

**Aims and Objectives** The Master of Architecture II post-professional degree program was launched in 2009 to extend the vision and intellectual rigor of the undergraduate program and allow a further development of the school's preeminent position in the education of architects.

The Master of Architecture II is a design research, post-professional degree open to applicants with a first professional degree in architecture (Bachelor of Architecture or Master of Architecture I) from a program accredited by the NAAB or equivalent accrediting agency in another country. The program is intended for professionals who wish to continue in practice with higher research and design skills in those areas in which the program offers specialization. It additionally prepares those with first professional degrees who wish to develop parallel careers in teaching and/or continue to engage in research toward an appropriate Ph.D. degree at another institution.

The program seeks to address modern and contemporary issues in the practice and theory of architecture and urbanism, incorporating considerations from history as well as the present condition of globalization and the continual emergence of new scientific developments and technologies.

The program offers concentrations in one or a combination of three areas: theory, history and criticism of architecture, urban studies and technologies. Prospective students will declare their area(s) of concentration during the application process. Applicants are required to complete a minimum of one year of work experience after obtaining their first professional degree before applying to the program.

The design studio is a major component of the program; students from all three concentrations will work together on a common program under the direction of a studio critic during the first two semesters. Seminars will address issues particular to the concentrations as well as other topics making use of the interdisciplinary resources offered by The Cooper Union.

**Theory, History and Criticism of Architecture** Considers questions concerning the theory and criticism of modernism and contemporary architecture, the philosophy and aesthetics of architecture, the mediatization of architecture and broader cultural and historical issues through the critical readings of texts, the development of critical projects and a written thesis.

**Urban Studies** Addresses issues central to the design, planning and development of cities and regions, including study of the morphological, social and cultural effects of globalization; the survival of local urban cultures; redevelopment of central cities, suburbs and exurbs; and issues specific to New York and comparative cities.

**Technologies** Focuses on technological issues of architectural design, representation, planning and production, such as the impact of new information technologies, new materials and manufacturing processes; hardware and software development; mapping and modeling techniques; and the technologies of fabrication as they influence new design strategies. This area focuses as well on the economic, ethical and technological dimensions and design potentialities of sustainability and developments in new structural systems, materials and building assemblies.

**Program Requirements** All applicants to the Master of Architecture II program must 1) hold the professional degree of Bachelor of Architecture (B.Arch.), the professional degree of Master of Architecture (M.Arch. I) or an equivalent accredited professional degree in architecture from a foreign institution; and 2) have completed a minimum of one year of work experience after obtaining their first professional architectural degree. The program is structured to be completed in two full-time consecutive semesters with a final thesis semester during the subsequent summer session. The Fall semester runs from September-December (after Labor Day until approx. Christmas), the Spring semester runs from January-May (after Martin Luther King Jr. Day until approx. The Cooper Union's Commencement date), the Summer semester runs from June-early September (after Memorial Day until the date of the Master of Architecture II final Thesis review and exhibition opening during the second week of September). Final thesis presentations will take place during the first week of the fall semester following the student's year of study. Graduate students must complete all 30 credits of the Master of Architecture II degree requirements in full-time continuous resident study at The Cooper Union.

Courses		Credits
<b>Semester I (Fall)</b>		
Arch 411	Graduate Research Design Studio I	6
Arch 401	Proseminar	2
FA100R	Introduction to Techniques	0
	Seminar in concentration	2
	Seminar out of concentration	2
Total Credits First Semester		12
<b>Semester 2 (Spring)</b>		
Arch 412	Graduate Research Design Studio II	6
Arch 402	Thesis Research Tutorial	2
FA100R	Introduction to Techniques	0
	Seminar in concentration	2
	Seminar out of concentration	2
Total Credits Second Semester		12
<b>Semester 3 (Summer)</b>		
Arch 413	Graduate Thesis (written or studio)	6
<b>Total Credit Requirement for Master of Architecture II Degree</b>		<b>30</b>

**Thesis** In April of the spring semester prior to advancing to Arch 413 Thesis, each student will be required to present an elaboration of his or her thesis topic and program for review and acceptance by the faculty. Final thesis presentations will be made during the first week of fall semester following the student's year of study.

**Seminars Out of Concentration** It is recommended that students register for courses originating in the graduate program (Arch 482, Arch 483 and Arch 485) to satisfy their out-of-concentration seminar requirements.

Graduate courses in the Albert Nerken School of Engineering as well as select upper level undergraduate elective courses could be made available to Master of Architecture II students with prior permission from the student's academic adviser and the individual course instructor. Undergraduate courses may be used to satisfy requirements for out-of-concentration coursework only.

## ACADEMIC INTEGRITY

Built upon Peter Cooper's vision of education, The Cooper Union from its inception has been dedicated to the highest ethical standards. The School of Architecture, founded on principles of independent and exploratory thought, maintains that individual creativity within a willing community is a profoundly social act. In fostering a context of intellectual rigor, the program gives emphasis to a broad spectrum of cultural and ethical concerns which are of significance in the preparation of students for a professional degree and their role in society as practicing professionals of intelligence, creativity and integrity.

**Authorship** Acts of academic dishonesty are extremely serious violations of both the spirit and the substance of this community. The Academic Standards Committee of the School of Architecture will review acts of academic dishonesty including cheating, plagiarizing or the submission of work that has not been prepared by the person claiming authorship. Such acts are viewed as extremely serious violations, punishable by probation, suspension or dismissal. The action of the Academic Standards Committee in such cases will become part of the student's permanent academic record.

**The Studios/Studio Culture** Central to maintaining a creative environment for intellectual investigation and intuitive exploration are the shared design and computer studio spaces on the third and seventh floors of the Foundation Building. Students must be aware of and observe all policies and conditions for the use of the studios (which are distributed at the beginning of each academic year). Students are required to be present in studio for all hours that their design studio meets and to develop their work in the studio.

In the studios, students work together as a community of individuals. Here, students and faculty from all years engage in a process of rigorous inquiry, discussion and critique, freely sharing knowledge, ideas and methodologies. Students study the principles and works of architecture that have contributed to the betterment of the human condition in the development of their own projects. Students of the upper years serve as mentors for the lower years. Diversity and balance are critical values in generating an academic ambiance where humanistic ideals and ethical views serve as a constant reference for individual growth and development. The social and intellectual environment thus created is considered a vital part of the students' experience at The Cooper Union.

As articulated by our Architectonics (first-year Design studio) faculty: Educational institutions are the stewards of discipline, they are the crucibles in which the living form of a discipline is transferred through the generations. Many forms of resource are

marshaled toward animating this stewardship; the primary resource, in fact the meaning and purpose of education, lies in the community of teachers and students at the heart of an institution. Young minds filled with endless possibilities come searching for a sanctuary in which they can be inspired, strengthened and tempered by listening to and working with voices of wisdom, knowledge and experience. There is no higher calling for an educational institution than the stewardship and advocacy of this community. The particular modes of knowledge that form the discipline of architecture are to a large extent embodied knowledge; they are acquired through a combination of intense study and present tense creativity. The education of an architect requires a studio culture that encourages the faculty and students to explore their creativity in teaching and learning, it requires crafting and maintaining an evolving studio environment that cultivates the personal imagination. Individual creativity within a willing community is a profoundly transformative act. As each moment contains the potential for reinvention, "school" is not a means to a predetermined end, but rather it is a place for significant works, for research and exploration, a place of creative urgency, for people and their works to listen to each other. Great educational institutions are great communities: physically, geographically and intellectually, the studio is the center of the community at the School of Architecture. The myriad personal and public exchanges that form our studio culture lead to new ideas, new forms of expression and movements of thought that ultimately enrich our discipline and our humanity.

**Annual Exhibition of Student Work** The End of Year Show is a major event, exhibiting student work developed during the academic year to the academic and professional communities and the public at large. It is an opportunity to present the pedagogical framework of the school and faculty and to celebrate the rigor and diversity of the student work. Preparation of exhibition spaces - lobbies, halls and classrooms of the third and seventh floors, and the Houghton Gallery - and hanging the work is a tremendous task that must be accomplished in the very short period of time between the end of classes and commencement. All students are required to make requested projects available for the exhibition and are expected to fully participate in the installation.

In addition to the Annual Exhibition, individual student work may be requested for other purposes (other exhibitions, accreditations, etc.). Students are required to provide requested projects or other materials, which will be returned to them in a timely manner. While student work is to be available for these purposes, work produced by students as part of their coursework remains their property.

Students are required to sign a release form at the start of their studies granting the school permission to use, copy, publish or distribute, perform or publicly display, create derivative works, and incorporate into compilations or collective works the works of authorship created during their enrollment as a student at Cooper Union in any form, format or media now known or later developed or created in the future, for educational purposes and for promoting, marketing and advertising Cooper Union and its educational services worldwide, without compensation. The student retains the copyright to the work.

## FACILITIES AND RESOURCES

The facilities of the School of Architecture are housed on the second, third and seventh floors of the Foundation Building, initially completed in 1859 and now a National Historic Landmark widely referred to as one of New York City's great monuments. In 1974, John Hejduk, the first dean of the School of Architecture, designed a major alteration of the interior. In 2002, the restoration of the brownstone exterior was completed after two years of work.

**The Studios** All students in the School of Architecture are provided individual workspace on the third floor within a shared studio. With the first through fourth years sharing a single large studio and the fifth-year thesis class and graduate students in smaller studio spaces, a unique environment fostering cross-fertilization between classes and individual students is maintained. Students are provided with individual studio workspace with individual and shared tables for drawing, work, reference, model building, etc. The school does not support the principle or practice of continual 24-hour studio access. Studios are generally open Monday–Thursday 7:30 am–2 am, Friday 7:30 am–midnight, Saturday 8 am–midnight, and Sunday noon–2 am.

**Computer Studio** The School of Architecture Computer Studio on the seventh floor of the Foundation Building is specifically intended to support a design curriculum that recognizes the use of computing as an instrument of investigation and practice and which urges students to explore its formal and cultural implications. The facility utilizes both Macintosh and Dell Precision PCs (including high-end multiple-processor rendering stations), scanning and printing capabilities and two large-format plotters. Software includes an array of imaging, drawing, drafting and 3D modeling and rendering programs. This facility is open to all students of The Cooper Union. Considered integral to the activities of the design studio, the computer studio is open generally whenever the design studios are open, giving students access an average of 17 hours a day. A student monitor trained to assist in the effective use of the facility and to do simple troubleshooting on the hardware is present whenever the center is open.

In addition to the School of Architecture's 3D printer and laser-cutter, other three-dimensional output capabilities include a laser-cutter in the School of Art and a CNC machine and rapid prototype machines in the School of Engineering.

Computing facilities designed to serve the specific needs of the Schools of Art and Engineering are open for use by students of the School of Architecture.

**Lecture Room** A small auditorium on the third floor is used for lecture classes and invited lecturers. Special lectures are open to all interested Cooper Union students.

**Shop** An outstanding all-college sculpture shop is located on the fourth floor. Integral to both the program and pedagogy of the School of Architecture, the shop is equipped for projects in wood, metal, plastics, plaster and clay, and includes a bronze casting foundry. For a complete description of the sculpture shop facility, please refer to the School of Art section (page 58).

**Study Collection** The School of Architecture has fostered the growth of a non-circulating Study Collection of books and other visual material that are not otherwise accessible through the Cooper Union library system, sometimes including rare or limited edition items, often on loan from private collections. Students make use of the room for quiet reading and study. The room is also used for seminar classes and meetings.

**School of Architecture Archive** The School of Architecture Archive is responsible for the ongoing collection, records and storage of student work, and now has documentation of student work produced at the school since 1983. This provides an invaluable record of the pedagogy of the school that can be used for exhibitions, publications and student research. In addition, the Archive's Blueprint Collection, Lantern Slides, New York Postcard Collection, Stanley Prowler Slide Collection, New York City Waterfront Archive, Limited Edition Books and rare books are resources available for use by students and faculty for research and study. The Archive also manages the loan of analog and digital video cameras as well as other photographic equipment for student use on class projects.

**The Cooper Union Institute for Sustainable Design** The Cooper Union Institute for Sustainable Design seeks to provide the greater Cooper Union community - architects, engineers and artists - with the cross-disciplinary knowledge and skills that are necessary to create a sustainable society. We define a "sustainable society" as one that prospers because its economy, social practices, physical infrastructure and engineering systems all work in harmony with the ecological dynamics and resource limitations of the earth. More detailed information about the Institute for Sustainable Design and its programs, its projects and its activities, is available on The Cooper Union website: [cooper.edu/isd](http://cooper.edu/isd)

**41 Cooper Square** In September 2009, The Cooper Union opened its first new academic building in fifty years at 41 Cooper Square, opposite the landmark Foundation Building. This building houses the School of Engineering and the Faculty of Humanities and Social Sciences, studios for the School of Art, classrooms and computing studios for all students, and a shared gallery and auditorium. The first academic building to achieve the LEED Platinum status, 41 Cooper Square provides all students of The Cooper Union with access to state-of-the-art tools to pursue creative and original research and design in the course of their learning.

**Personal Laptops** The School of Architecture Computer Studio is open to all architecture students and is equipped with all of the hardware and software necessary for their work and study. We recommend that students who wish to purchase their own laptop computers complete their first year of study before making a purchase in order to fully test a range of programs and platforms. Current students have selected a variety of laptop models in both Mac and PC platforms for individual use. The Cooper Union assumes no liability for personal laptops. Students who use/bring their personal laptops to school are solely responsible for the safety and security of their equipment and are strongly advised to secure their laptops in their lockers when not in use.

**Communication** Email is an essential form of communication at The Cooper Union. Each new student is assigned a Cooper Union email address during Orientation. It is the responsibility of all students to actively and regularly check and use their Cooper Union email in order to receive, in a timely manner, official school announcements, important information about registration, messages of general interest about events, exhibitions and programs, safety updates, policy notifications, etc. As The Cooper Union continues its transition to an online administrative system, linked solely to The Cooper Union email address, this line of communication becomes even more vital. In addition, wireless internet access is available throughout The Cooper Union and can only be accessed via a Cooper Union email address and password.

## COURSES

*Students should consult official class lists for courses offered in a given semester. There is no assurance that a course listed in this catalog will be given every year.*

*Be advised that each school offers certain electives that are open to all students; consult each school's course listing.*

## Undergraduate

### DESIGN (Required)

#### Arch 111 A-B Architectonics

Introduction to the study of architecture; investigation of the interrelationships of space, structure and visual composition. Exploration of the syntax of architecture. Models and orthographic drawing.  
*4 credits per semester*

All Architectonics students are required to take an Introduction to (Shop) Techniques course.  
*1 credit per semester*

#### Arch 121 A-B Design II

Projects comprise elemental architectural programs wherein the student is required to sustain the formal investigations of first year while integrating the complexities of program, context and site. Spatial, structural, material, environmental and visual design are integrated. Emphasis is placed on communicating concepts through drawings and models.  
*5 credits per semester*

#### Arch 131 A-B Design III

Study and analysis of historical precedents followed by a sequence of design problems of increasing complexity. Emphasis on the planning of buildings and the interrelationships among form, structure, detail and technologies.  
*5 credits per semester*

#### Arch 141 A-B Design IV

Investigation of urban programs and sites requiring the integration of form, structure and space. Examination of the complexities implicit in the resolution of urban problems. Analytic studies and explorations generate specific programs for development of each project. Emphasis given to large-scale integrations and the impact of urban transformations upon existing fabric.  
*5 credits per semester*

#### Arch 151 A-B Thesis

A synthesis of four years' educational experience. The choice of the area of study is the responsibility of the student. The scope of the problem is defined by each student, who also decides on his or her method of exposition. Problems are analyzed and studied with the aid of faculty from each discipline and by visiting critics.  
*6 credits per semester*

### MATHEMATICS (Required)

#### Arch 103-104 Calculus and Analytic Geometry

Emphasis on topics that involve the mathematical approach to geometrical and physical relationships and on basic concepts and applications of calculus and functions of one and two variables.  
*3 credits per semester*

### STRUCTURES (Required)

#### Arch 122 A-B Structures I

A qualitative examination of the behavior of structures. Characteristics and development of the stresses generated from the simple to the complex. A study of the materials of construction used in structures.  
*2 credits per semester*

#### Arch 132 A-B Structures II

The study of strength of materials is applied to the quantitative design procedures for wood and steel structures. Students complete individual projects in wood and low-rise steel structures.  
*2 credits per semester. Prerequisites: Arch 103/104, Ph 165/166 and Arch 122 A-B Structures I*

#### Arch 142 A-B Structures III

The design of reinforced concrete using stress methods and plastic design is combined with individual projects in low-rise concrete structures. Elements of soil mechanics and soil investigations are included (Fall only) in foundations design.  
*2 credits per semester. Prerequisite: Arch 132 A-B Structures II*

#### Arch 152 Structures IV

Intensive seminars are completed on prestressed concrete, wind and earthquake design for tall structures and special structures, while the student becomes the structural consultant for individual assignments for the structural solution of real architectural projects covering prestressed, high-rise steel and concrete buildings and shells.  
*2 credits. Prerequisite: Arch 142 A-B Structures III*

### ENVIRONMENTAL TECHNOLOGIES (Required)

#### Arch 134 A-B Environmental Technologies

Environmental and life safety systems as they affect program and building form, including mechanical (heating, cooling, ventilating), water supply and disposal, electrical, lighting, acoustics, vertical transportation, communication, security and fire protection. Principles of sustainability. Passive and active systems.  
*3 credits per semester*

### BUILDING TECHNOLOGY (Required)

#### Arch 135 A-B Building Technology

Materials and methods of architectural construction, lectures, examination and discussion of classic as well as current building techniques. Students assemble full-size "mock-ups" of details for class study germane to their design classes. In general, this course does not separate "construction" from "design" but attempts to supplement, by means of a more detailed study of design assignments. Field trips may be made to buildings under construction.  
*2 credits per semester*

### DRAWING (Required)

#### Arch 114 A-B Freehand Drawing

Basic drawing skills, composition and color perception. Studio and homework assignments.  
*3 credits per semester*

#### Arch 118 A-B Computer Applications and Descriptive Geometry

Descriptive geometry as a science of graphical representation of three-dimensional lines, surfaces and solids with emphasis on development of drawing and drafting skills. Understanding how graphical and construction information is represented in the computer, how information is represented in drawings, nature of the overlap between the two. Develop a critical facility to appreciate limitations and strengths of representational techniques. Computer as a mechanism for communication and research.  
*2 credits per semester*

### HISTORY OF ARCHITECTURE (Required)

#### Arch 115 A History of Architecture I

(Sem. I) An introduction to the study of the concepts, designs and built examples of architecture from antiquity through approximately the third century C.E. Selected projects from throughout the world will be analyzed in terms of planning, design, structure, technique, function, social context and meaning.  
*3 credits*

#### Arch 115 B History of Architecture I

(Sem. II) An introduction to the study of the concepts, designs and built examples of architecture from approximately the fourth through the 15th century. Selected projects from throughout the world will be analyzed in terms of planning, design, structure, technique, function, social context and meaning.  
*3 credits*

#### Arch 125 A History of Architecture II

(Sem. I) An introduction to the study of the concepts, designs and built examples of architecture from approximately the 15th through the 18th century. Selected projects from throughout the world will be analyzed in terms of planning, design, structure, technique, function, social context and meaning.  
*3 credits*

#### Arch 125 B History of Architecture II

(Sem. II) An introduction to the study of the concepts, designs and built examples of architecture from approximately the 18th through the 20th century. Selected projects from throughout the world will be analyzed in terms of planning, design, structure, technique, function, social context and meaning.  
*3 credits*

#### Arch 133 Introduction to Urban History and Theories

An introduction to Urban History and to the principles, concepts, and Theories of Urbanism, from antiquity to the present, with an emphasis on the 20th Century urbanism.  
*2 credits*



## ADVANCED CONCEPTS AND TOPICS

(Required)

### Arch 205 Advanced Concepts

This course is intended to be an advanced course dealing with the relationship between architectural space and some other discipline in the humanities. The course deals with an interdisciplinary approach toward a new poetic and the phenomenology, psychology and metaphysics of space. (After fulfilling the Arch 205 Advanced Concepts degree requirement, a student may enroll in other additional Arch 205 Advanced Concepts classes for elective credit.)

2 credits

### Arch 225 Advanced Topics in History, Theory, Criticism

Advanced study in history, theory, criticism of architecture, urbanism and technology. (After fulfilling the Arch 225 Advanced Topics degree requirement, a student may enroll in other additional Arch 225 Advanced Topics classes for elective credit.)

2 credits. Prerequisites: Arch 115 A-B History of Architecture I, Arch 125 A-B History of Architecture II and Arch 175 Modern Architectural Concepts or permission of the instructor

## PROFESSIONAL (Required)

### Arch 143 A-B Construction Management

Introduction to construction management principles, techniques and methods including scheduling, cost-estimating, planning and controlling construction process.

1 credit per semester

### Arch 154 A-B Professional Practice

The role of the architect in relation to the community, client, builder, worker and engineer. Societal, ethical, legal and personal obligations. Office organization and administration.

1 credit per semester

## ELECTIVE COURSES

### Arch 153 Town Planning

A modernist response to the problems of large metropolitan cities. Taking a historical perspective, the course will analyze town planning responses of specific architects and groups for cities such as Paris, London, New York, Vienna and Chicago, questioning the cultural determinants that made town planning a modernist stance.

2 credits per semester

### Arch 165 Analysis of Architectural Texts

Introduction to analytical methods and techniques and their relationship to synthetic activity in the design process.

2 credits. Prerequisite: permission of instructor

### Arch 175 Modern Architectural Concepts

The concepts and generators of form and space relative to architecture of the 20th century are explored and investigated.

2 credits. Prerequisites: Arch 115 A-B History of Architecture I, Arch 125 A-B History of Architecture II or permission of instructor

### Arch 176 Theory of Landscape Architecture

Lecture/studio course explores the interrelationships of nature, site design and built form. Focus on basic elements of nature addressed ideologically, poetically, culturally and practically through an interdisciplinary study of works by selected artists, writers, landscape architects and architects. Work with landscape fundamentals, continue on to more complex issues of natural processes and aesthetics, such as atmosphere, ephemerality and time, and of site planning, such as site selection, topography, drainage, ecology and climate, especially as related to architecture and art in the land.

2 credits. Open to all students

### Arch 177 Computer Graphics, Image Processing and Vision

Introduction to basic concepts of spatial description and manipulation by computer enables student to use these techniques as an aide in problems of formal spatial drawing with a computer. Examination of the issues of "hand-eye axis" in computer-based drawing and "paint" systems as well as more abstract algorithmic methods of drawing. Image acquisition and transformation by computer, its relation to computer vision and control of robots and machines which build will be another area of emphasis. Survey of a wide variety of applications including typeface design, page layout and make-up, animation and interactive control of video systems.

2 credits. Open to all students

### Arch 178 Advanced Drawing Seminar

The course will focus on the dialogue between figuration and abstraction. Students will be expected to plan and elaborate an ongoing series of drawings. The class will meet on a seminar basis to critique work in progress and to discuss issues relevant to the language of drawing. There may be an open studio available for those students who wish to pursue drawing from the model. However, students will be encouraged to investigate a broad spectrum of imagery and materials.

2 credits. Prerequisite: permission of instructor

### Arch 185 Crossings

This project-oriented studio course will explore and investigate developments in architecture, art, literature and engineering that reinforce or reintroduce the interrelationships of these diverse disciplines including the implications of recent scientific developments that cross and disrupt established boundaries and foundations of compartmentalized disciplines, giving us new insights into the natural processes within the rich diversity of nature. A revitalized and stimulating field of inquiry is now offered to architects, artists and engineers, with technological and cultural implications.

2 credits. Prerequisite: permission of the instructor

### Arch 185 Crossings The Feltman Seminar

This seminar will investigate the principles, aesthetics and methodologies of lighting perception and design. The Feltman Fund, a gift to the school, makes this seminar possible and supports its chairs.

2 credits. Open to all students

### Arch 190 Structures Elective

The reason for the unique structural solutions for existing building structures is presented in depth. These studies will include structures of all sizes subject to gravity, wind and/or seismic forces. The path followed to arrive at the best solution is analyzed in open discussion. The correlation between the architectural, structural and mechanical needs, as well as considerations related to the actual erection of these structures, is presented.

2 credits. Prerequisites: Arch 122 A-B, Arch 132 A-B, Arch 142 A-B, Arch 152 or permission of the instructor

### Arch 194 Environmental Technologies Elective

Advanced study in environmental issues to include such topics as cultural and environmental sustainability, resource allocation, new materials and methods, global networks, urban growth, etc., as they relate to architecture on many scales.

2 credits. Prerequisite: Arch 134 A-B Environmental Technologies or permission of the instructor.

## Graduate

*Required for students in all concentrations.  
All courses are one semester.*

### Arch 401 Proseminar

An introduction to research in architecture and urbanism: theory, research (methods and techniques) and writing, for M.Arch. II degree students only. Selected readings in historiography, theory, criticism and design and methods. Includes lectures and seminars by faculty and visiting specialists in the fields of history and criticism, architecture and urban design methods, research in representational techniques, digital technology, etc. Presentations by each student in the program will encourage interdisciplinary comparison and shared knowledge.  
*2 credits*

### Arch 402 Thesis Research Tutorial

Individual thesis research conducted under the supervision of an adviser or advisers leading to the preparation of a Thesis Prospectus required for advancement to the third semester of the program.  
*2 credits*

### Arch 411 Graduate Design Research Studio I

The Design Research Studio 1 will establish a general problem incorporating aspects of architectural, urban and technological design research to be undertaken by the class, with each student contributing to his or her specific area of expertise. The studio will include seminars by invited guests on topics relevant to the program's principal areas of study.  
*6 credits*

### Arch 412 Graduate Design Research Studio II

Individual design projects within general guidelines established by the faculty, each emphasizing the special area(s) of research of the student.  
*6 credits*

### Arch 413 Graduate Thesis

The choice of the area of study is the responsibility of the student. The scope of the project and method of exposition is defined by each student in consultation with their thesis adviser and must be approved prior to the beginning of the summer term on the basis of a thesis prospectus presented to the group of faculty. Students will develop a mutually agreed upon schedule for meetings with their adviser and for regular project reviews.  
*6 credits*

### Arch 482 Graduate Seminar in Technologies

Selected topics in the advanced study of technological issues in architectural design, representation, materials, planning, production and construction. Open to undergraduate fourth- and fifth-year architecture students as an elective with permission of the instructor and the dean.  
*2 credits per semester*

### Arch 483 Graduate Seminar in Urban Studies

Selected topics in the advanced study of urban form including readings and case studies in urban analysis, global development, historic preservation and typological transformation. Open to undergraduate fourth- and fifth-year architecture students as an elective with permission of the instructor and the dean.  
*2 credits per semester*

### Arch 485 Graduate Seminar in Theory, History and Criticism of Architecture

Selected topics in the advanced study of the theory and criticism of modernism and contemporary architecture, the philosophy and aesthetics of architecture, the mediatization of architecture and broader cultural and historical issues, through the critical readings of texts as well as case studies. Open to undergraduate fourth- and fifth-year architecture students as an elective with permission of the instructor and the dean.  
*2 credits per semester*

## FACULTY

### Administration

Elizabeth O'Donnell, *Acting Dean*

Monica Shapiro,  
*Administrative Associate*

Emmy Mikelson,  
*Assistant to the Deans for Public Programs and Research*

Steven Hillyer, *Director,  
Architecture Archive*

Patrick McElnea, *Collections Assistant,  
Architecture Archive*

### Full-Time Faculty

#### Professors

Diana I. Agrest  
Dipl. Arch., School of Architecture and Urbanism, University of Buenos Aires; Université de Paris: Ecole Pratique des Hautes Etudes VI Section; R.A., F.A.I.A.

Diane H. Lewis  
B.Arch., The Cooper Union;  
The American Academy in Rome;  
R.A., F.A.A.R.

Anthony Vidler  
B.A. Hons., Dipl.Arch.,  
Cambridge University;  
Ph.D., Delft University of Technology  
(The Netherlands)

### Proportional-Time Faculty

#### Professors

Kevin Bone  
University of Colorado;  
Wright/Ingraham Institute;  
B.Arch., Pratt Institute;  
Royal Danish Academy of Art;  
R.A., F.A.I.A.

Anthony Candido  
Georgia Institute of Technology;  
B.Arch., Illinois Institute of Technology

David Gersten  
New York Institute of Technology;  
B.Arch., The Cooper Union

Roderick Knox  
B.Arch., B.F.A., The Cooper Union;  
M.Arch., Harvard University;  
R.A., N.C.A.R.B.

Elizabeth O'Donnell  
University of Minnesota;  
B.Arch., The Cooper Union;  
R.A.

Stephen Rustow  
B.A., University of Rochester;  
M.Arch., M.G.P., Massachusetts  
Institute of Technology;  
R.A., N.C.A.R.B.

Sean W. Sculley  
B.A., Harvard University;  
B.Arch., Columbia University;  
R.A.

David Turnbull  
B.A. Hons, Dipl.Arch., University  
of Bath (England)

Guido Zuliani  
Diploma (M.Arch.), Istituto  
Universitario d'Architettura di Venezia,  
Italy

#### Associate Professor

Tamar Zinguer  
B.Arch., The Cooper Union;  
M.Sc., Technion-Israel Institute  
of Technology;  
M.A., Ph.D., Princeton University

#### Assistant Professor

Michael Young  
B.Arch., California Polytechnic Institute;  
M.Arch., Princeton University;  
R.A.

### Adjunct Faculty

#### Professors

Samuel M. Anderson  
A.B., Harvard College;  
Sussex University, England;  
B.Arch., The Cooper Union;  
R.A.

William Clark  
B.A., Pennsylvania State University;  
M.A., Ph.D., Columbia University

Ashok Rajji  
B.Sc., University of Bombay, India;  
B.S., M.S., Texas A&M University;  
P.E.

Peter Schubert  
B.S.Arch., Ohio State University;  
M.Arch., Columbia University;  
R.A., F.A.I.A.

Michael Webb  
Diploma, Regent Street Polytechnic

**Associate Professors**

Steven Kreis  
B.S., University of Missouri;  
M.S., Hunter College CUNY

Pablo Lorenzo-Eiroa  
Dipl. Arch., University of Buenos Aires  
Escuela Superior de Bellas Artes  
Ernesto de la Carcova Argentina;  
M.Sc. University of Buenos Aires;  
M.Arch., Princeton University

Markus Schulte  
B.Sc., M.Sc., University of Hannover  
(Germany);  
P.E.

Georg Windeck  
Dipl. Ing., Technical University of Berlin;  
R.A.

**Assistant Professors**

David Allin  
B.Arch., Cornell University;  
M.Arch., Princeton University

Hayley Eber  
B.A.S., The University of Cape Town;  
B.Arch., The Cooper Union;  
M.Arch., Princeton University

Lydia Kallipoliti  
Diploma, Aristotle University of  
Thessaloniki Greece;  
SMArchS, Massachusetts Institute  
of Technology;  
M.A., Princeton University;  
Ph.D., Princeton University

Louis Katsos  
B.C.E., M.B.A., New York University

James Lowder  
B.Arch., Southern California Institute of  
Architecture;  
M.Arch., Princeton University

Michael M. Samuelian  
B.Arch., The Cooper Union;  
M.Arch., Harvard University;  
R.A., N.C.A.R.B.

Sheng Shi  
B.S.C.E., M.S.S.E., Drexel University;  
P.E.

Mersiha Veledar  
B.Arch., The Cooper Union;  
M.Arch., Princeton University

Gia Wolff  
B.F.A., Parsons School of Design;  
M.Arch., Harvard University

**Instructors**

Katerina Kourkoura  
B.Sc., Bartlett School of Architecture  
(U.C.L.);  
B.Arch., M.Arch., The Cooper Union

Daniel Meridor  
Tel-Aviv University;  
Venice International University;  
B.Arch., M.Arch., The Cooper Union

Aida Miron  
B.Arch., The Cooper Union;  
Diploma, Bauhaus Stiftung Germany;  
M.Arch., Escuela Tecnica Superior de  
Barcelona, Spain

Lydia Xynogala  
B.Sc., Bartlett School of Architecture  
(U.C.L.);  
B.Arch., The Cooper Union;  
M.Arch., Princeton University

**Previous Faculty Appointments**

In order to indicate the distinction and level of professional accomplishment of these professors, we take pleasure in listing appointments of the past years: Anders Abraham, Wiel Arets, John Ashbery, Manuel Baéz, Norman Bryson, Eduardo Cadava, Susannah Drake, Sverre Fehn, Jay Fellows, Robert Freeman, Remo Guidieri, Janis Hall, Martin Harries, John Hawkes, Christopher Janney, Josef Paul Kleihues, Jana Leo de Blas, James Merrill, Don Metz, Francesco Pellizzi, Ahmad Rahimian, Gaetano Pesce, John Rajchman, George Ranalli, Aldo Rossi, Lindy Roy, Joseph Rykwert, Antonio Sanmartín, Jürgen Sawade, Massimo Scolari, Catherine Seavitt, Rafi Segal, D. Grahame Shane, David Shapiro, Daniel Sherer, Lee Skolnick, Richard Stapleford, Bernhard Strecker, Anthony Titus, Bernard Tschumi, Hans Tupker, Wim van den Bergh, Tod Williams, Lebbeus Woods and Bruce McM. Wright.

**The Cooper Union  
Institute for Sustainable Design**

Kevin Bone  
*Director*

Sunnie Joh  
*Program Director*

**Emeriti**

Peter D. Eisenman  
The Irwin S. Chanin Distinguished  
Professor Emeritus of Architecture  
B.Arch., Cornell University;  
M.S.Arch., Columbia University;  
M.A., Ph.D., University of Cambridge;  
R.A., N.C.A.R.B., F.A.I.A.

Sue Ferguson Gussow  
Professor Emerita of Architecture  
Pratt Institute;  
The Cooper Union;  
The Brooklyn Museum;  
B.S., Columbia University;  
M.F.A., Tulane University

John Q. Hejduk\*  
Dean of the Irwin S. Chanin School  
of Architecture  
Professor Emeritus of Architecture  
The Cooper Union;  
B.S. in Arch., University of Cincinnati;  
M.Arch., Harvard University;  
Università degli Studi, Rome;  
Hon. L.H.D., University of Illinois  
at Chicago;  
R.A., N.C.A.R.B., F.A.I.A.;  
Fellow of the Royal Society

Richard Henderson\*  
Associate Dean of The Irwin S. Chanin  
School of Architecture  
Professor Emeritus of Architecture  
B.Arch., Cornell University;  
R.A.

Ricardo Scofidio  
Professor Emeritus of Architecture  
The Cooper Union  
B.Arch., Columbia University;  
R.A., N.C.A.R.B.

Ysrael A. Seinuk\*  
Degree in Civil Engineering,  
University of Havana;  
P.E., F.A.C.I., C.Eng., F.I.C.E.,  
F. A. S. C. E.

Chester Wisniewski  
Professor Emeritus of Architecture  
B.Arch., Syracuse University;  
Talesin. R.A., N.C.A.R.B.

# THE SCHOOL OF ART

## MISSION STATEMENT

The mission of the School of Art is to educate artists in the broadest sense, both as creative practitioners engaged with a wide range of disciplines in the visual arts and as enlightened citizens of the world who are prepared to question and transform society. The program is structured around an integrated curriculum that fosters connections between disciplines, as well as between traditional and new media. The studio experience affords the opportunity for the development of individual artistic vision in dialogue with collective debates and experiments within an intimate community of artists. The study of history, theory and criticism in the visual arts and general studies in the humanities and social sciences are considered essential in intellectually grounding studio practice. Central to the school's philosophy is the advancement of the artist's role in initiating critical responses and alternative models in relation to the prevailing forms and institutions of cultural production. Students are challenged to expand their research and experimentation across The Cooper Union, as well as in the surrounding urban environment and in the wider public sphere.

## BACHELOR OF FINE ARTS CURRICULUM

**Goals and Objectives** The goal of the B.F.A. program is to educate students in the skills, knowledge and understanding necessary for professional practice in art- and design-related fields. An integrated program not only teaches students in specific disciplines, but also in the complex interrelation of all visual vocabularies.

The Foundation Program consists of a series of prerequisite courses taken during the first year. This introductory year is designed as a basis for the educational program of the School of Art and is intended to prepare students for studies in all of the disciplines offered within the curriculum. Through exposure to a variety of two- and three-dimensional projects, students are given a general introduction to the specifics of visual and spatial phenomena, and to concepts, principles and techniques of the visual arts.

Following the completion of the Foundation Program, the disciplines offered are drawing, film and video, graphic design, painting, photography, printmaking and sculpture. Elective studio classes and seminars are also offered on a rotating basis. Students may choose to focus their work in one or more areas of specialization and are encouraged to follow an integrated approach by selecting from various areas while observing a prerequisite system designed to allow in-depth study in specific disciplines.

**Bachelor of Fine Arts Requirements** Candidates for the bachelor of fine arts degree are expected to complete 130 (131 for students who entered in 2010 only) credits within eight semesters of study and within the following disciplinary credit distribution. (See chart at right.)

**Certificate in Art Requirements\*** A certificate in art program is available for a small number of students for whom the B.F.A. program is not appropriate. Candidates for the certificate program must complete 60 credits in two years of full-time study (with a minimum of 30 credits per year) or in four years of part-time study (with a minimum of 15 credits per year). All Foundation studio courses must be completed and students must follow prerequisite course requirements in selecting advanced studio electives.

The certificate program consists of 24 credits in Foundation studio and a minimum of 27 credits in advanced studio. Students may take up to nine credits in art history.

All academic standards and regulations of the School of Art apply to the certificate program.

Students in the certificate program may apply through the Office of Admissions for transfer to the B.F.A. program after completing 42 credits at Cooper Union.

Transfer students applying to the certificate program may transfer, at the time of admission, a maximum of 12 credits from another institution.

### For Students who entered on or after September 2011

Course	Credits
<b>Required Foundation Courses</b>	
Basic Drawing (Analytical and Descriptive)	6 <sup>1</sup>
2-Dimensional Design	6 <sup>1</sup>
3-Dimensional Design	6 <sup>1</sup>
4-Dimensional Design	3 <sup>1</sup>
Color	2 <sup>1</sup>
Introduction to Techniques	1 <sup>1</sup>
Foundation Project	1 <sup>1</sup>
<b>Required Art History Courses</b>	
Modern to Contemporary: An Introduction to Art History	4 <sup>1</sup>
<b>Art History Electives</b>	
	10*
<b>Required General Academic Studies</b>	
Freshman Seminar	3 <sup>1</sup>
Texts and Contexts: Old Worlds and New	3 <sup>1</sup>
The Making of Modern Society	3 <sup>2</sup>
The Modern Context: Figures and Topics	3 <sup>2</sup>
Science	3
<b>General Academic Studies Electives</b>	
To be elected from Art History <sup>3</sup> , Foreign Language <sup>4</sup> , History of Architecture, Humanities, Social Sciences and Sciences	12
<b>Prerequisite and Advanced Studio Courses</b>	
To be elected from any studio discipline	54
<b>Required Senior Presentation</b>	
	0
<b>Free Electives</b>	
To be elected from courses in any discipline at Cooper Union or at other institutions approved by the dean of the School of Art	10
<b>Total Credit Requirement B.F.A. Degree</b>	<b>130</b>

\* Including 2 credits in prehistory through 17th century art and 2 credits in global perspectives on art

<sup>1</sup> First-year requirement for all students

<sup>2</sup> Second-year requirement for all students

<sup>3</sup> Maximum of three credits

<sup>4</sup> With permission of the dean of the School of Art

\* Admission to the Certificate in Art is temporarily suspended until further notice.

**For Students who entered on or after September 2010**

Course	Credits
<b>Required Foundation Courses</b>	
Basic Drawing (Analytical and Descriptive)	6 <sup>1</sup>
2-Dimensional Design	6 <sup>1</sup>
3-Dimensional Design	6 <sup>1</sup>
4-Dimensional Design	3 <sup>1</sup>
Color	2 <sup>1</sup>
Introduction to Techniques	2 <sup>1</sup>
Foundation Project	1 <sup>1</sup>
<b>Required Art History Courses</b>	
Introduction to Art History I	2 <sup>1</sup>
Introduction to Art History II	2 <sup>1</sup>
Introduction to Art History III	2 <sup>2</sup>
<b>Art History Electives</b>	
	8
<b>Required General Academic Studies</b>	
Freshman Seminar	3 <sup>1</sup>
Texts and Contexts: Old Worlds and New	3 <sup>1</sup>
The Making of Modern Society	3 <sup>2</sup>
The Modern Context: Figures and Topics	3 <sup>2</sup>
Science	3
<b>General Academic Studies Electives</b>	
To be elected from Art History <sup>3</sup> , Foreign Language <sup>4</sup> , History of Architecture, Humanities, Social Sciences and Sciences	12
<b>Prerequisite and Advanced Studio Courses</b>	
To be elected from any studio discipline	54
<b>Required Senior Presentation</b>	
	0
<b>Free Electives</b>	
To be elected from courses in any discipline at Cooper Union or at other institutions approved by the dean of the School of Art	10
<b>Total Credit Requirement B.F.A. Degree</b>	<b>131</b>

<sup>1</sup> First-year requirement for all students<sup>2</sup> Second-year requirement for all students<sup>3</sup> Maximum of three credits<sup>4</sup> With permission of the dean of the School of Art

**Studio Courses** The student's choice of studio courses is based on individual interest in various disciplines, on prerequisite courses for advanced areas of study and on the student's interest in working with particular instructors.

There are limitations on the number of credits a student may take each semester in any one area of study, depending upon the student's progress in the program (number of credits completed toward the degree). The number of credits allowed is determined as listed below:

	Credits Completed	Maximum Credits per Semester per Area of Study*
<b>B.F.A.</b>	32 (Sophomore)	6
	64 (Junior)	9
	96 (Senior)	no limit
<b>Certificate**</b>	30	9
	45	no limit

\* Includes related techniques courses

\*\* Admission to the Certificate in Art is temporarily suspended until further notice.

**General Academic Studies Requirements and Electives** During the first two years, B.F.A. candidates must take four core courses in the humanities and social sciences (12 credits), as well as one course each semester in art history (two required courses and two elective courses, eight credits total). At any time after the first-year they must take a three-credit science course.

Throughout the last two years, they must complete a minimum of 18 elective credits, six of which are required to be in art history; the remaining 12 may be taken in humanities, foreign languages (with permission of the dean of the School of Art), social sciences, art history (maximum three credits), history of architecture and the sciences.

Foreign language credit for intermediate and advanced courses, taught by language instructors with appropriate academic credentials, will be granted two general studies credits per semester with a limit of four credits accepted in the category of general academic studies electives with permission of the dean of the School of Art. Intermediate or advanced foreign language studies beyond four credits counted toward general academic studies will be acceptable for free elective credit, limited to two credits in language studies per semester.

**Free Electives** During the last three years, students have a choice of electives in the School of Art in addition to the required curriculum. Courses designated with the prefix **TE** or **SE** receive free elective credit, as do studio courses taken beyond the 54 credit requirement. Only one TE course per semester may be

taken. Students may also enroll in engineering or architecture courses at The Cooper Union or courses at other accredited institutions with the permission of the dean of the School of Art (or the academic adviser). Free elective credits are approved and granted by the dean of the School of Art (or the academic adviser).

**Outside Electives** These electives may be used only to meet free elective and/or general academic studies credit requirements; they cannot substitute for prerequisite or advanced studio electives. Students may take up to three credits per semester at a college other than The Cooper Union. For credit to be counted toward the B.F.A. degree, permission of the dean of the School of Art (or the academic adviser) is required before registration at another institution for the semester concerned. No such credit will be awarded retroactively.

**Senior Presentation Requirement** A public presentation of each senior student's work, normally in the student's final semester, is a requirement for graduation. Each student may satisfy this requirement with an exhibition or, where appropriate, a screening, performance or publication. No student will be permitted to receive a degree unless this requirement is completed to the satisfaction of the faculty and the dean of the School of Art at a mutually agreed upon time and venue. Completion of the requirement will be reflected on the student's transcript. The 41 Cooper Gallery will be reserved for senior student exhibitions during much of the spring semester; other appropriate exhibition spaces will also be made available.

**Progress Toward the Degree** Students are expected to maintain normal progress toward their degrees, i.e., passing enough credits each semester to complete degree requirements within four years of study.

The normal work load is 17 credits per semester during the Foundation year and 16 credits per semester thereafter (= 130 credits = B.F.A. degree requirement).

Students should consult with the Office of Academic Advisement in order to assess their progress towards the degree.

**Requirements for Nonresident Study** Eligibility for non-resident study, i.e., the exchange and mobility programs, is as follows: Students who have completed at least 64 credits toward the bachelor of fine arts degree, have a cumulative G.P.A. of 3.0 overall, and have no outstanding first- and second-year requirements, may apply for one semester of non-resident study. The student must maintain good academic standing in the semester prior to departure, otherwise permission to participate may be revoked.

Transfer students must have completed at least 32 credits in residence at The Cooper Union before applying for non-resident study and must have an additional 32 credits to complete in residence upon their return. Transfer students must also have met all first- and second-year requirements and be in good academic standing, defined as having a cumulative G.P.A. of 3.0 overall.

Students applying for non-resident study must be in residence during the semester when they are completing the application process.

Students may earn a maximum of 12 credits in studio courses for one semester of study on exchange or mobility. A maximum of six credits may be awarded by any one faculty member for work done while on exchange or mobility.

Since foreign schools may have academic calendars at variance with that of The Cooper Union, students studying on exchange who cannot return in time for the start of the next semester at the School of Art must request an elective leave of absence for that semester.

Students may participate in non-resident study only once during their stay at The Cooper Union.

For information on details governing these programs, please inquire at the Office of Academic Advisement and Off-Campus Programs.

**Exchange Programs** The School of Art offers a number of exchange programs with schools abroad. They currently include opportunities to study in the Czech Republic, England, France, Germany, Israel, Japan, the Netherlands, Spain, Sweden and Switzerland.

**Mobility Program** The Cooper Union School of Art is a member of the Association of Independent Colleges of Art and Design (A.I.C.A.D.). A list of schools participating in the mobility program in the U.S. and Canada is available in the Office of Academic Advisement and Off-Campus Programs.

Schools in the metropolitan New York City area are not available for a semester exchange.

Students should consult the Office of Off-Campus Programs for information about these exchange and mobility opportunities.

Students from other institutions who are enrolled at the School of Art as exchange or mobility students may not apply to transfer to The Cooper Union School of Art while in residence at The Cooper Union.

## ACADEMIC STANDARDS AND REGULATIONS

**Credits** A credit is an academic unit of measure used for recording progress in the program of study and in meeting the academic requirements of the degree. In studio and lecture courses, one (1) credit represents a minimum of three (3) hours of work during each week of a 15-week semester dedicated solely to that course. These criteria apply to each course in which the student is enrolled.

Example in studio courses:

Drawing, 3 credits, equals 9 hours of work per week (i.e., 4 hours in class and 5 hours outside work [studio or home] or 3 hours in class and 6 hours outside work).

Example in techniques courses:

Casting Techniques, 2 credits, equals 6 hours of work per week (i.e. 4 hours in class and 2 hours outside work).

Example in a lecture course:

English Literature, 3 credits, equals 9 hours of work per week (i.e., 3 hours in class and 6 hours of outside work).

The number of credits awarded in each course represents the fulfillment of an agreement by the student to satisfy the course requirements as defined by each instructor, on time, and in accordance with the definition of credit.

**Additional Credits in an Advanced Studio Course** Permission to add credits to individual course commitments may be granted only under special conditions and must receive the written approval of the instructor and the dean of the School of Art (or the academic adviser) during the registration process.

Juniors and seniors in good academic standing (defined as having earned a minimum 3.0 G.P.A. in School of Art studio courses for the previous semester) may add credits to their individual course commitment under the following conditions: no more than two (2) additional credits in one course and no more than a total of three (3) additional credits in any one semester.

**Additional Credits in a Semester** Normal progress towards a degree is 16 credits per semester. Students may register for up to 19 credits only if they earned a minimum 3.0 G.P.A. overall for the previous semester. Under special conditions, students may register for more than 19 credits only with the permission of the dean of the School of Art (or the academic adviser). Students who wish to register for less than 16 credits must do so in consultation with the Office of Academic Advisement of the School of Art.

**Independent Study** Independent study is an alternative to classroom study and may be taken only with a member of the resident faculty (defined as full-time or proportional-time faculty members or adjunct faculty members on three-year appointments). Only juniors and seniors in good academic standing (defined as having earned a minimum 3.0 G.P.A. overall for the previous semester) are eligible for independent study. Independent study may be taken only once during a semester in an advanced subject for one (1), two (2) or three (3) credits. One (1) credit of independent study represents a minimum of three (3) hours of work during each week of a 15-week semester.

The major consideration in approving proposals for independent study is the educational value of the study project within the structure of the degree requirements. Permission to undertake study off-campus can be given only when it is required by the nature of the specific project and when the experience has been evaluated to be valid by the instructor and approved by the dean of the School of Art.

**Transfer Credits** All incoming students (freshmen with advanced standing and transfer) may apply for transfer credits to be counted toward the B.F.A. degree requirements or certificate in art. These credits must be approved by the dean of the School of Art, after the evaluation by faculty based on official transcripts from other schools. The transfer credits will be officially recorded only after one semester of satisfactory work is completed at The Cooper Union.

Transfer credits may be granted specifically in lieu of the School of Art's foundation, prerequisite or elective courses. A maximum of 60 credits may be transferred toward the B.F.A. degree, at the time of admission only. An accepted applicant who has previously earned a baccalaureate degree in a discipline other than art will be treated as a transfer student for purposes of evaluating completion of degree requirements and length of time allotted at The Cooper Union to complete the B.F.A.

The required 10 credits of free electives, however, must be completed during the student's stay at The Cooper Union. No previously earned credits may be transferred into this category. Exceptions to this rule may be granted by the Admissions Committee, with the approval of the dean of the School of Art, at the time of admission only. (See also page 13.)

**Attendance** Attendance at classes is mandatory. Unexcused absences and excessive lateness will be cause for probation or dismissal.



**Registration** Only those students who are officially registered in a course (i.e., by approval of the dean of the School of Art) will have the grades and credits entered on their records. Students are required to register for each semester through WebAdvisor, during the announced registration period.

A student who receives a grade of **F**, **W** or **WU** in the first semester of a one-year course will not be allowed to register for the second semester of that course. In such a situation the student will be called before the Academic Standards Committee for individual review and/or counseling in order to determine a future program of study. Students whose records by mid-semester indicate a possible failure to meet required standards may be so informed.

**Grades** At the end of every semester each student receives a grade for his or her semester's work in each subject.

The grades, expressing the faculty's evaluation of students' work in School of Art courses, are: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (.7), F (0).

The numbers in parentheses give the assigned numerical equivalents of the letter grade for each course. These are used in computing semester index and cumulative index ratings by multiplying the numerical equivalent of the grade for each course by the credits assigned to that subject. The sum of such multiplications for all the subjects carried by a student is divided by the total credits carried by him or her for that period to determine the index or grade point average.

The meanings for the letter grades are as follows:

- A** Outstanding performance
- B** Above average performance
- C** Requirements completed; average performance
- D** Passing, but unsatisfactory
- F** Failure to meet the minimum requirements of a subject
- I** The designation **I** indicates that the work of the course has not been completed and that assignment of a grade and credit has been postponed. An **I** will be given only in cases of illness (confirmed by a physician's letter) or documentation of other extraordinary circumstances beyond the student's control. The designation of **I** will be granted only with the approval of the dean of the School of Art.

The deadline for removal of an **I** designation will be determined by the instructor and recorded at the time the designation is given, but will not be later than two weeks after the start of the next semester. If the **I** is not removed within the set time limit, either by completing the work in the subject or by passing a re-examination, the **I** will automatically become an **F** unless the dean of the School of Art extends the time or the student withdraws from school before the deadline date.

**W** Indicates that the student has received permission from the dean of the School of Art and the instructor to withdraw from a course while passing the course requirements at the time of withdrawal. This permission must be obtained no later than the end of the eighth week of the semester. The grade is not included in the calculation of the student's semester rating.

**WU** Indicates that the student has dropped a course without permission of the dean of the School of Art and the instructor after the end of the eighth week of the semester. This grade is not included in the calculation of the student's semester rating.

When appropriate, certain courses may be designated as Pass/Fail courses.

**Pass** Requirements completed. This designation is not included in the calculation of the student's semester rating.

**Fail** Failure to meet the minimum requirements of a course. This grade is included in the calculation of the student's semester rating; its numerical equivalent is 0.

A change in an official grade of record, other than the **I** designation, cannot be made by the dean of Admissions and Records without the express written consent of the instructor and the dean of the School of Art. Grade changes will not be accepted after one year has elapsed from the completion of the course.

### Change of Program

**Adding a Course** A student is permitted to add a course only during the first week of a semester, during the drop/add period, and only with the dean's approval.

**Dropping a Course** A student may drop a course during the first week of the semester, during the drop/add period, with the adviser's approval. A student who wishes to drop a course may be required to add equivalent credits in another course as needed to maintain satisfactory progress towards the degree.

A course dropped during the first week of the semester will be deleted from the transcript.

**Withdrawing from a Course** After the drop/add period a student may withdraw from a course through the eighth week of the semester, with the dean's and instructor's approval. If the student is passing the course at the time of withdrawal, a grade of **W** will appear on the transcript. A student who stops attending a course without permission of the instructor and the dean of the School of Art will receive a grade of **WU**; however, the instructor is free to record a grade of **F** in such a case.

If, in the opinion of the instructor, a student's presence is hindering the educational progress of the class, the student may be dropped from the class at the request of the instructor. A grade of **W** will be recorded for the course.

**Academic Probation and/or Dismissal from The Cooper Union**

A semester rating of all courses, (i.e., School of Art and Faculty of Humanities and Social Sciences) below 2.5 places students on probation and makes them subject to dismissal by the Academic Standards Committee. Students with unexcused absences and those excessively late to class are subject to probation or dismissal. Students must maintain normal progress toward the degree (see page 54). Failure to observe this standard is grounds for probation or dismissal.

**Appeal** Students may appeal to the Academic Standards Committee of the School of Art in person and/or in writing when notified of their unsatisfactory academic performance. Students have on-line access to their grades. Please contact the Registrar's Office for more information.

When students are called to the Academic Standards Committee meeting, they are strongly advised to take this opportunity to communicate/explain/defend their unsatisfactory academic performance. The student should appear in person. If this is not possible the student may address the committee in writing.

After the hearing and deliberation the Academic Standards Committee shall either determine a probationary period or vote for dismissal. The decision of the committee is final.

Students on academic probation who do not improve their academic standing during the probationary semester or who fail to meet minimal academic standards during any subsequent semester may be called to the committee and are subject to probation or dismissal from The Cooper Union.

**Leave of Absence**

See pages 24–25 for Cooper Union's regulations governing leaves of absence.

In the School of Art, discretionary leave is available only upon completion of the first-year Foundation Program. Before taking such a leave, all financial obligations to The Cooper Union must be satisfied.

All requests for leaves of absence should be made through the Office of Academic Advisement. Note that this office is closed between June 10 and August 15 each year.

Students must request all leaves of absence in writing. A written request for reinstatement is also required. A student on leave does not have access to the facilities of The Cooper Union.

**Withdrawal from School** Written requests for withdrawal from school should be addressed to the dean of the School of Art.

**Readmission** Students who have been dismissed or who have withdrawn from the school and wish to be considered for readmission must reapply through the normal admissions procedures.

Such applicants may be asked to appear for an interview with a representative of the Admissions Committee as part of this process.

**Graduation** To be eligible for graduation students must complete the minimum number of credits required for the B.F.A. degree or the Certificate and must have been enrolled for a minimum of four semesters at The Cooper Union as a full-time student for the B.F.A., or a minimum of four semesters as a part-time student for the Certificate in Art.

All candidates for the B.F.A. degree must satisfactorily complete the requirement for a senior presentation.

Students must have a cumulative grade point average of 2.0 or better in order to graduate from The Cooper Union School of Art.

Students eligible to graduate and participate in commencement exercises must be approved by the Faculty of the School of Art.

Students who have not fulfilled the requirements for graduation will normally not be permitted to participate in commencement exercises.

*Graduation requirements as outlined in this catalog are guidelines that are subject to change.*

*Students are responsible for their total accomplishment and for being continuously aware of the standards defined in the preceding paragraphs.*

**Residence** A candidate for a degree must have been enrolled during two academic semesters preceding the granting of the degree and in residence during the last semester.

## FACILITIES AND RESOURCES

The School of Art is primarily housed in the 1859 landmark Foundation Building. The renovated studios and labs offer complete facilities for a visual arts education. Seniors, juniors and many sophomores are assigned individual studio spaces by lottery. In addition, some Foundation Program classrooms, many student studio spaces, the Herb Lubalin Study Center, and the 41 Cooper Gallery are housed in the new academic building located at 41 Cooper Square.

**Graphic Design** Two multimedia classrooms at 41 Cooper Square are equipped with high-definition projection teaching stations, and with Apple MacPros which are connected to the Internet via T1 lines. In addition, the Computer Studio provides scanners, and black-and-white and color printers.

A metal type shop, located on the fifth floor of the Foundation Building, with Vandercook presses is also available with technical staff assistance. The students' personal studio areas provide individual drawing tables and flat file storage for advanced students. Students also have access to the collection of design ephemera, periodicals and books in the Herb Lubalin Study Center, located on the lower level of 41 Cooper Square.

A professional staff of technical assistants is available during posted Computer Studio hours.

**Painting/Drawing** Both the historic Foundation Building and 41 Cooper Square house facilities for Painting and Drawing. In the Foundation Building, skylight ceilings flood abundant natural daylight throughout a number of classrooms, workrooms and student studio spaces dedicated to painting and drawing. Additional painting studios and a drawing classroom are located on the ninth floor of 41 Cooper Square. Classrooms are equipped with easels, model stands, palette tables, sawhorse tables and storage room for props. Common workrooms are furnished with slop sinks, worktables and storage racks to accommodate the preparation and storage of artwork.

The painting offices in both buildings have equipment for check-out and a limited number of art supplies for sale. Staff technicians are available during the week to provide technical support and help facilitate a healthy and safe work environment. A staff technician is now available during weekend and evening hours.

**Photography** The traditional photography lab area is equipped with 16 photo enlargers in a large black-and-white communal darkroom that can print negatives sized from 35mm to 4x5 inches. There is one color/black and white enlarger that can print film sized from 35mm to 8x10 inches. In addition, there is a large black-and-white film processing area with automatic temperature control and a dedicated alternative-processes room with UV exposure units that can produce up to 30x48 inch exposures.

The digital photography lab has 16 Macintosh workstations with seven 13 inch wide professional quality inkjet printers, along with two wide-format digital printers with the ability to print digitally up to 44x90 inches. The digital lab is also equipped with a Hasselblad Flextight film scanner capable of scanning film sized from 35mm to 5x7 inches. There are also numerous 8.5x11 inch flatbed scanners, two Nikon film scanners, and numerous Wacom tablets.

A well-equipped studio provides the space and tools to photograph two- and three-dimensional sets with tungsten and/or electronic flash lighting systems for traditional or digital imaging.

Large- and medium-format film cameras are available for checkout as well as a range of professional DSLR cameras including the Canon 50 Mark II.

A professional staff of technical assistants is available continuously during posted studio hours.

**Printmaking** A well-equipped and ventilated printmaking shop accommodates intaglio, lithography, silkscreen and relief printing processes and papermaking. The facility includes three lithography presses, three etching presses and three silkscreen vacuum tables. There is a dedicated computer facility with two large format printers for digital imaging and pre-press photographic work. There are more than 100 stones for lithography and a collection of rollers for lithography, monotype, and surface rolling in etching. The paper mill is complete with beater, a 75-ton hydraulic press, vats and the capability for both Western and Japanese papermaking.

A professional staff of technical assistants is available continuously during posted studio hours.

**Sculpture** A large, all-college sculpture shop supports opportunities for production of a wide range of three-dimensional work. This facility is equipped with machinery for wood- and metal-working, mold-making, bronze casting and projects using wax, clay, plaster and some plastics. An Epilog 36EXT 60 Watt Laser cutting/engraving system has recently been implemented.

A professional staff of technical assistants is available continuously during posted shop hours for management and supervision, as well as consultation and collaboration on projects from many different studio disciplines.

**Film** The film area provides Super 8 and 16mm cameras, supported by solid-state digital audio recorders, microphones, lighting kits, tripods and other production equipment.

The editing facility includes Super 8 and 16mm telecine (film to tape) transfer machines, Bolex and DSLR animation stands, a 16mm rotoscope system and a JK optical printer. Students can edit on film using Steenbeck flatbed editors and Super 8 viewers, or use Final Cut Studio to cut their projects on digital video. The sound room is equipped with a ProTools HD digital audio workstation with surround mixing capabilities and a vocal isolation booth. ProTools LE Mbox systems are also available. The projection booth is equipped for 16mm and Super 8 and offers flexible signal-routing with ties to the main classroom/ screening room, which doubles as a theater for large-screen projection of film and video.

A professional staff of technical assistants is available continuously during posted studio hours.

**Video** The Video area provides Mini-DV, AVCHD & HDV camcorders, as well as 3CCD 24p SD and HD camcorders, HD SLRs and large sensor HD camcorders. Accessories include microphones, lighting kits, tripods and other production equipment.

The video editing facility has eight workstations with Final Cut Studio, Adobe After Effects and Photoshop, Pro Tools LE and other audio and video software. Additional outboard equipment includes various analog audio and video decks, mixers and special effects devices. Other equipment (monitors, speakers, projectors, VCRs and DVD and media players) is also available for multi-media installations. The video lab is networked and equipped with a video/data projector for instruction and viewing student work. Videos can also be viewed in the screening room equipped with an HD video projector and surround sound system.

A professional staff of technical assistants is continuously available during posted studio hours.

**Animation Lab** The computer lab adjacent to the film and video areas provides workstations for two- and three-dimensional animation, stop motion capture, image processing and audio/ video editing and compositing. Software includes Final Cut Studio, Adobe After Effects and Photoshop, iStopMotion, Dragon Stop Motion, Pro Tools LE and various other software for producing animation and digital artwork. Additional hardware includes a flatbed scanner, digital copy/animation stands, digital rotoscope station, vocal isolation booth and various analog and digital audio/video decks. The animation lab also serves as a supplementary facility for students working with film, video and sound projects and is networked and equipped with an HD video/data projector with surround sound for instruction and viewing student work.

A professional staff of technical assistants is continuously available during posted studio hours.

**The Computer Studio** The Computer Studio, a part of the Department of Information Technology, is located on the eighth floor of 41 Cooper Square. It comprises two high-end Apple MacPro classrooms and a central scanning and color output area. The Department of Information Technology supports both PC and Mac technology, and provides students with a wide range of digital media and imaging options. The facility houses Apple MacPro computers, which can boot into Mac or Windows operating systems, and Dell PCs; high-resolution reflective and transparency scanners; black-and-white and color laser printers; and large format color printers. The Computer Studio workstations are capable of producing high quality digital video and audio for broadcast, new media and web publishing.

Software available includes complete suites of applications for graphic design, multimedia, 3D design, audio-video production and animation. The fully-networked studio also provides Internet access, CD and DVD production capabilities and printing to many different types of media. Digital video cameras, digital still cameras and microphones are available for loan by students in the lower level 1 A/V Resource Center.

A professional staff of technical assistants is available Monday through Saturday during posted Computer Studio hours.

**Center for Design & Typography** The Center, located at 30 Cooper Square, combines education with public service. Advanced graphic design students work in guided classroom situations with actual outside non-profit agencies as clients, and on internal Cooper Union print and web design projects.

**Galleries** Several galleries around the campus are used to exhibit the work of students and outside artists in solo or group shows. In the new academic building at 41 Cooper Square, the 41 Cooper Gallery and the Lubalin Center Gallery feature large windows offering views from the building's entrance and an abundance of natural light. These spaces, often used in conjunction with one another and with the adjacent Rose Auditorium, serve as a highly visible site of artistic activity consisting of exhibitions, programs, and screenings for the Cooper Union community, neighborhood and city at large.

In the Foundation Building, a number of lobby galleries present students' artwork in the historical heart of the school, near many of the studios and shops where it was created.

Beginning late in each fall semester and carrying through the spring, gallery spaces in both the Foundation Building and 41 Cooper Square showcase work by seniors in The School of Art, with

additional exhibitions of exchange student work, class projects and work by fellowship recipients. These exhibitions offer an opportunity for students to contextualize and showcase projects developed throughout the course of the year. The annual student exhibition at the end of the school year—referred to colloquially as the End of the Year Show—is mounted throughout the school's exhibition, studio and classroom spaces and features the work of art, architecture and engineering students at all levels.

**Herb Lubalin Study Center of Design and Typography** Located at 41 Cooper Square, adjacent to the Lubalin and 41 Cooper Galleries, the Herb Lubalin Center's core collection includes an extensive archive of Herb Lubalin's work, as well as seminal design ephemera by other important graphic designers. It also houses a reference library pertaining to the history and theory of visual communication. In addition to the archive, the Center maintains a rich and varied programming schedule, including exhibitions and lectures addressing major trends in graphic design.

## COURSES

*Students should consult official schedules for courses offered in a given semester. There is no assurance that a courses listed in this catalog will be given every year.*

*Each school offers a range of elective courses that are open to all students; consult each school's course listing.*

### Prefix Key

**FA** designates studio courses (meet three or four hours per week)

**SE** designates seminars or lecture courses (meet two or three hours per week)

**TE** designates techniques courses (meet four hours per week)

## Required Foundation Courses

### FA 100.1, FA 100.2

#### Introduction to Techniques

An introduction to the physical aspects of working with wood, metal, plaster—and plastics, as well as an introduction to on-campus computer facilities and resources. A basic introduction to the Adobe interface, specifically Photoshop and Illustrator will be provided.

*1/2 credit per semester. One-year course. Pass/Fail. Staff*

### FA 101 Color

A study of the physical, perceptual, art historical and cultural aspects of color. The phenomenon of color and principles of light are explored in various media towards an understanding of color application in all of the fine art disciplines and architecture.

*2 credits. Fall only. Ellis/Osinski/Vanni*

### FA 102.1, FA 102.2

#### Two-Dimensional Design

Exploration of the visual and intellectual aspects of form on the two-dimensional surface, in a variety of media. Investigations into the relationships of perception, process and presentation.

*3 credits per semester. One-year course. Essl/Morton/Rubl/Tochilovsky*

### FA 104.1, FA 104.2

#### Basic Drawing (Analytical and Descriptive)

A course in freehand drawing designed to emphasize perceptual and inventive skills in all drawing media.

*3 credits per semester. One-year course. Brown/Lawley/Masny/Richter*

### FA 105 Four-Dimensional Design

This course investigates the properties of time and movement and the fundamentals of four-dimensional design. Students explore duration, condensation, expansion, interruption, simultaneity, stillness, action and situation through a wide range of materials.

*3 credits. Spring only. Hayes (Sabbatical Fall 2013)/Magid/Lehyt/Raad (Sabbatical Spring 2014)*

### FA 109.1, FA 109.2

#### Three-Dimensional Design

Students work on projects that explore the fundamentals of forms and space and investigate the properties of materials, structure, mass, scale, light and motion.

*3 credits per semester. One-year course. Adams/Ashford/Farmiga/Lins*

### SE 150 Foundation Project

A course that brings together all Foundation year students around a series of presentations that introduce various artistic practices, critical languages, and criticism. The course intends to present contrasting historical and contemporary models of creating, seeing, speaking and thinking about art.

*1 credit. Fall semester only. Osinski/Rockhill*

## Elective, Prerequisite and Advanced Courses

*Students may enroll in advanced studio classes with the same course number multiple times. Instructors and syllabi in these courses will vary. In addition, the content of advanced studio classes changes with the mix of students in each class.*

*Consequently, the development of individual students' work varies with the interchange of ideas among these students and their instructor.*

*The School of Art believes that the ability to work with the same instructor in the same discipline multiple times (even as the course content changes) can foster a valuable mentoring relationship between an instructor and an advanced student.*

## CALLIGRAPHY

### TE 216 Calligraphy

Geometry, optical balance and the stroke of the broad-edge pen are primary influences that shape the Roman alphabet. Students learn the fundamentals of "beautiful writing" through the study of historical models and the principles that are the basis of classical and modern letterforms.

Exercises in ink train the hand kinaesthetically to write letters with graceful movement. Exercises in pencil train the eye to see and analyze the subtle geometry and skeletal "ideal" form of letters. Precise rhythm in letter-spacing and careful line-spacing create the color and texture of the page. The class will have an emphasis on page design involving hand written compositions. Roman and Italic capitals and small letters will be the focus of first semester students. Those who repeat may be introduced to other historical hands.

*2 credits. One-semester course. May be repeated once. Free elective credit. DiEdwardo*

### FA 419 Independent Study in Calligraphy

*1-3 credits. Requires approval of instructor and the dean of the School of Art*

## COMPUTER TECHNIQUES

### TE 303 Techniques in Photoshop

This course explores techniques and projects in Photoshop. Students will complete projects that demonstrate their skill and understanding of digital image creation. Students will apply the software to projects that they are engaged in or planning. A structured series of projects/problems will be presented to help students master the various techniques and tools as well as the application of the software to real world situations.

*2 credits. One-semester course. Cannot be repeated. Free elective credit. TBA*

### TE 304 Techniques in After Effects

This course explores techniques and projects in Adobe After Effects. Students will complete projects that demonstrate their skill and understanding of visual effects and motion graphics. Projects will be faculty and student generated.

*2 credits. One-semester course. Cannot be repeated. Free elective credit. McWreath*

### TE 305 Techniques in HTML and Programming

This course explores techniques and projects in HTML and programming. Students will complete projects that demonstrate their skill and understanding of building web sites and basic programming. The primary software used in the course will be BBEdit and PHP.

*2 credits. One-semester course. Cannot be repeated. Free elective credit. Sparling*

## CONTEMPORARY ART ISSUES

### SE 401A&B Contemporary Art Issues

Topic for Fall 2013:

*Queer Struggles/Creative Work*  
*Queer Struggles/Creative Work* will provide an overview of queer theory and its relationship to artistic practice and social activism. Based on the reading of foundational texts (by M. Foucault, E. K. Sedgwick, J. Butler, L. Bersani, G. Rubin, and others), the analysis of art and film, and the discussion of key political protests, we will attempt to understand the way queer theory, politics and ways of living have emerged as life alternatives, forms of critique, opposition and resistance to established categories of sexuality and gender and to institutionalized forms of power. In addition, studio projects will be assigned each week, to introduce the class to methodologies of interpretation and to the creative implementation of (queer) strategies of artistic production.  
*2 art history credits. One-semester course. May be repeated once for art history credit. Visiting Artist Carlos Motta.*

## DRAWING

### PREREQUISITE COURSE

### FA 240.1A, FA 240.1B Drawing I

The course is designed to explore the phenomena of drawing as basic to the visual language of all disciplines. The fundamental notion of observation and analysis in drawing is investigated. As preparation for work in an advanced level, the course involves further development of drawing skills and techniques, as well as an emphasis on individual aesthetic development. Assignments and group critiques are central to the course.

*3 credits per semester. One-semester course. May be repeated once. Prerequisite to all Advanced Drawing. Gleeson/Goldberg/Lawley/Merz*

**ADVANCED COURSES****FA 341.1A, FA 341.1B****Advanced Drawing**

Advanced studies in drawing emphasizing the student's conceptual independence from traditional draftsmanship. This course is for students who have an established direction in drawing.

*3 credits. One-semester course. Barth*

**FA 342.1A, FA 342.1B****Advanced Drawing**

Students are encouraged to explore and experiment with drawing as a way to further develop visual understanding of pictorial and sculptural space. The issues surrounding representation and perception are addressed. The focus of this class is to help students to use drawing as a critical and procedural tool. Using notebooks and journals as well as reading and research methods to process ideas, students will work with drawing to advance and integrate their individual studio practice both technically and conceptually. Group critiques and drawing sessions as well as individual meetings with the instructor are integral components of the course.

*3 credits. One-semester course. Bordo*

**FA 343.1A, FA 343.1B Advanced Drawing**

Offered to students working independently in any medium. Must be self-motivated. There will be group and individual critiques.

*3 credits. One-semester course. Masnyj*

**FA 344.1A, FA 344.1B****Advanced Drawing**

Offered to students working independently in any medium. Must be self-motivated. There will be group and individual critiques.

*3 credits. One-semester course. Lawley*

**FA 345.1A, FA 345.1B****Advanced Drawing**

This course offers an opportunity to develop a vital vocabulary in drawing through exploration of figuration, abstraction, observation or imagination. There will be an emphasis on the development and evolution of concepts, ideas—and observations from the sketchbook to completed works.

*3 credits. One-semester course.*

*L.A. Miller*

**FA 346.1A, FA 346.1B****Advanced Drawing**

This course will use the seminar format to address the practice of drawing in our contemporary context. Individual meetings, assigned reading material and group critiques will be integral to the course. Emphasis will be placed on balancing concerns of both form and content through experimentation or consistency in materials, research, technique and installation.

*3 credits. One-semester course. Merz*

**FA 347.1A, FA 347.1B****Advanced Drawing**

Offered to students working independently in any medium. Must be self-motivated. There will be group and individual critiques.

*3 credits. One-semester course.*

*Gleeson*

**Advanced Drawing/Visiting Artists**

*Course description varies according to the instructor.*

*For Spring 2014 and later semesters, please see course schedule and registration materials for course descriptions specific to Visiting Artists teaching that semester.*

**FA 449A, FA 449B****Independent Study in Drawing**

*1-3 credits. Requires approval of instructor and the dean of the School of Art*

**FILM/VIDEO****PREREQUISITE COURSES****FA 270.1 Film I**

An introduction to the techniques and aesthetics of filmmaking. In a mixture of theory and practice, participants will be required to produce at least two film projects in response to concepts and issues raised. The course is in three parts: technical instruction, critique and screenings of artists' work.

Students are trained in all aspects of filmmaking from shooting, lighting and sound to editing in film or on computer and DVD authoring. There are weekly reviews of student works-in-progress and each class will include survey of the history of artists working in film.

*3 credits. One-semester course.*

*May not be repeated. Prerequisite to all advanced film courses.*

*Pre- or corequisite to Animation I. McLaren/Simpson*

*Note: Film I is required of all students who wish to pursue additional work in the medium.*

**FA 375.1 Film II**

This introduction to 16 mm filmmaking covers a wide range of techniques such as shooting with the reflex Bolex, lighting, single-frame construction, sound and editing. Students learn 16mm filmmaking with hands-on experience and are encouraged to use the unique qualities of the medium to express their original visions. This course integrates theory and analysis of cinematic language with film practice. Films made by independent filmmakers and artists will be screened and discussed and advanced filmmaking techniques such as optical-printing and multiple-exposure will be taught. Critiques of student work will take place at various points during the semester and students are required to complete their own final 16mm sound film by the end of the course.

*3 credits. May not be repeated.*

*Prerequisite: Film I. Simpson*

**FA 208.1 Video I**

An introduction to video production, postproduction, history and criticism. Students are introduced to basic camera operations, sound recording and lighting, as well as to basic editing using Apple's Final Cut Pro software, and to DVD production using Apple's DVD Studio Pro. Three assignments are to be completed during the semester: two are assigned in conjunction with the professor. Critiques of the assignments are crucial to the course as students are expected to speak at length about the formal, technical, critical and historical dimensions of their works. Weekly readings in philosophy, critical theory, artist statements and literature are assigned. The course will also include weekly screenings of films and videos, introducing students to the history of video art as well as to other contemporary art practices.

*3 credits. One-semester course.*

*May not be repeated. Prerequisite*

*to Video II; pre- or corequisite to*

*Computer Image in Motion I.*

*Hayes (Sabbatical Fall*

*2013)/McWreath/Simpson*

*Hayes (Sabbatical Fall*

*2013)/McWreath/Simpson*

*Hayes (Sabbatical Fall*

*2013)/McWreath/Simpson*

*Hayes (Sabbatical Fall*

*2013)/McWreath/Simpson*

*Hayes (Sabbatical Fall*

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*2013)/McWreath/Simpson*

*Hayes (Sabbatical Fall*

*2013)/McWreath/Simpson*

*Hayes (Sabbatical Fall*

*2013)/McWreath/Simpson*

**FA 209 Video II**

Students develop shooting and editing skills with an emphasis on using digital camcorders and digital non-linear editing and compositing systems. A sequence of short assignments introduces students to specific digital techniques and a range of software. Students will also begin developing their personal conceptual orientation and vocabulary. Students will complete a series of short videos, as well as explore both mainstream and experimental approaches to the moving image.

*3 credits. May not be repeated.*

*Prerequisite: Video I. TBA*

**ADVANCED COURSES****FA 376.1A Animation I**

Students will learn an arsenal of physically-based film animation techniques from line animation, direct-on-film and roto-scoping to cut-out animation. Students will apply their skills and passions based in their own work in other art forms (drawing, painting, photography) and will make a few short animation projects over the semester. The course emphasizes the creation of meaningful and realized films through the integration of content and ideas with aesthetics and technique. All animation artwork will be created non-digitally, though students will learn to shoot and finish their projects both digitally and to film. Classes will incorporate basic technical instruction, viewings and discussions about a variety of classic and contemporary animation films, hands-on animation work and critiques.

*3 credits. May not be repeated. Reeves*

**FA 376.1B Animation II**

Students will create and complete individual advanced animations, utilizing and building upon techniques learned in Animation I. Through presentations and critique, screenings of classic and inventive animations, and in-class work, students will broaden their perception and command of animation language and practice. Several animation techniques will be introduced. Projects begun in Animation I may be expanded in Animation II. The class will have a screening at the end of the semester to exhibit their completed projects. Prerequisites: Film I or Video I; Animation I, or permission of the instructor.

*3 credits. Spring only. Prerequisites:*

*Film I or Video I; Animation I,*

*or permission of the instructor.*

*Spring only. Reeves*

**FA 377.1A, FA 377.1B****Advanced Film**

Independent projects workshop in Super 8 and 16mm film. As well as working in depth with film, students are encouraged to explore all possibilities of the moving image from expanded projection techniques to kinetic constructions.

*3 credits. One-semester course. May be repeated. Prerequisites: Film I and one of the following: Film II or Animation II. Visiting Artist Yto Barrada (Fall 2013)/Hayes (Sabbatical Fall 2013)/Issa*

**FA 380.1A, FA 380.1B****Advanced Video**

Advanced students use all the facilities of the video lab and continue to develop their personal styles through close individual instruction. Students complete two fully realized independent projects. Analysis and discussion of current video exhibitions supports group critiques.

*3 credits. One-semester course. May be repeated. Prerequisite: Video II. Visiting Artist Yto Barrada (Fall 2013)/Hayes (Sabbatical Fall 2013)/Issa*

**FA 381 Digital Sound Design Workshop**

An investigation of the structures of the sounds around us and how to listen to, analyze and manipulate them, with special emphasis on sound for picture. Discussion of how the gulf between the sounds of the environment and composed music was bridged in the 20th century. Training in the use of Protools, an all-inclusive system for recording, editing and mixing sound, which has become the system of choice in the modern studio.

*3 credits. Offered Fall and Spring. Pre- or corequisite: Film I or Video I or Motion Graphics. May not be repeated. J. Burckhardt*

**FA 382A, FA 382B****The Question of the Document**

This class is open to students working in all forms. Students are expected to initiate and work on independent projects—individually or in groups and must be willing to show work in class while in the process of making it. The focus of the class will be on the question of the document in media art and related themes of history, facticity, testimony, witnessing and evidence. Students are expected to attend all screenings and exhibitions, keep up with the assigned readings and write short papers.

*3 credits. Pre- or corequisite: One advanced studio course. May be repeated with a different instructor TBA*

**FA 479A, FA 479B****Independent Study in Film**

*1-3 credits. Requires approval of instructor and the dean of the School of Art*

**FA 489A, FA 489B****Independent Study in Video**

*1-3 credits. Requires approval of instructor and the dean of the School of Art*

**GRAPHIC DESIGN****PREREQUISITE COURSES****FA 211 Graphic Design I**

An introduction to the techniques and visual language of graphic design. Weekly projects explore fundamental concepts in form, composition, and typography. Presentations and readings in graphic design history will complement weekly assignments. Students will explore basic image-making processes as well as be instructed in digital production techniques.

*3 credits. Fall only. Essl/Gasparska/Joel*

**FA 212 Graphic Design II**

The complex relationship between word and image is explored. The study of semiotics, emphasizing the philosophy of communication, provides a rich historical and intellectual base for experimental projects combining verbal and pictorial information. Weekly projects reflect a broad range of disciplines within the field of design. Computer instruction will be provided as it relates to specific projects.

*3 credits. Spring only. Prerequisite: Graphic Design I. Essl/Gasparska/Joel*

**FA 215 Typography**

Empirical explorations of typographic messages through placement, massing, weight, size and color are analyzed to develop an understanding of aesthetic composition of typographic form and meaning. Legibility, unpredictability and sequencing, as well as the use of grid structures, are investigated. The development of critical judgment about typography is emphasized.

*3 credits. Prerequisite: Graphic Design I and II. Tochilovsky*

**ADVANCED COURSES****FA 310.1A Information Design**

The visual communication of complex information is introduced through presentations and studio projects that explore organizational structures such as charts, diagrams, maps, illustrations, photographs and typography. Computer instruction will be provided as it relates to specific projects.

*3 credits. Prerequisites: Graphic Design I and II. Pre- or corequisite: Typography. TBA*

**FA 310.1B Publication Design**

The complex issues unique to editorial and publication design are explored through studio projects and presentations that emphasize the grid, effective sequencing and typographic form. Computer instruction will be provided as it relates to specific projects.

*3 credits. Spring only. Prerequisites: Graphic Design I and II. Pre- or corequisite: Typography. Corbitt*

**FA 312.1 Experimental Typography**

This course will emphasize innovation, imagination and creativity in the realm of typography, manipulating it freely as a means of expression. Computer techniques as well as hand drawing, collages and pictures will be used to compose layouts, including posters, limited art books and animated typography for the web. Students will choose a theme and develop it with abstract type expression.

*3 credits. Prerequisite: Graphic Design I and II. Pre- or corequisite: Typography. Visiting Artist Peter Kaplan (Fall 2013)*

**FA 313.1 Art of the Book**

In this course the book will be explored as an interdisciplinary medium, placing emphasis on integrating and experimenting with form, content, structure and ideas. During the first half of the semester, students will make a number of books, examining sequence, series and text/image relationships, using various book structures. These "sketches" will prepare students for an extended book project during the second half of the term.

*3 credits. Fall only. Morton*

**FA 315A, FA 315B Advanced Design**

Topic and instructor vary.

**FA 317A, FA 317B Advanced****Design: Open Studio**

In this course students will complete two fully realized independent projects. Emphasis will be placed on contemporary graphic design practices and developing a personal aesthetic. Visiting lecturers, readings, and individual meetings with the instructor will complement group critiques.

*3 credits. Prerequisites: Graphic Design I and II. Pre- or corequisite: Typography. Essl*

**FA 320.1 Visual Identities Design**

The class will concentrate on innovative solutions to graphic identity systems. Students will increase their proficiency in developing symbols and typography to build a visual language that amplifies the narrative of a company, organization or product.

*3 credits. Prerequisites: Graphic Design I and II. Pre- or corequisite: Typography. Visiting Artist Bobby Martin (Fall 2013)*

**FA 322A, FA 322B****Professional Practice**

Graphic design projects for non-profit institutions, under the direction of faculty and in cooperation with the staff of the Center for Design and Typography, provide students with an opportunity for professional experience. Portfolio presentation and professional ethics will be addressed.

*3 credits. One-semester course. Prerequisites: Graphic Design I and II. Pre- or corequisite: Typography. Lang*

**FA 326 Interactive Design Concepts**

An exploration of the nature of interactive design and how it informs and transforms experience. Information structures, navigational issues, design strategies and social implications of interactive experiences using traditional as well as electronic media will be examined.

*3 credits. One-semester course. May not be repeated. Prerequisite: Techniques in HTML and Programming or permission of the instructor. Kendall*

**FA 327 Advanced Interactive Design Concepts: Computational Media**

An advanced design course in interactive computational media. The course will explore advanced interactive design concepts utilizing software which that includes Processing and Macromedia Flash as well as XHTML coding. Students will complete two fully realized independent projects. Analysis of relevant work and readings support group critiques.

*3 credits. One-semester course. Prerequisite: Interactive Design Concepts. TBA*



**FA 328 Motion Graphics**

Students will explore the conceptual and technical challenges of design for the television screen. All aspects of industry video/broadcast production are introduced and integrated into a design core focused on strong communication. Projects include identity design, combining kinetic typography, animation, sound and video. The course includes workshops in After Effects, Final Cut Pro and Protools.

*3 credits. One-semester course.*

*Prerequisites: Graphic Design I and II. Pre- or corequisite: Typography, Vondracek*

**FA 429A, FA 429B Independent Study in Graphic Design**

*1-3 credits. Requires approval of instructor and the dean of the School of Art*

**TECHNIQUES****TE 306 Techniques in Letterpress**

This course explores techniques and projects in typesetting. Students will complete projects that demonstrate their skill and understanding of typographic composition and letterpress printing techniques.

*2 credits. One-semester course. Cannot be repeated. Free elective credit. TBA*

**INTRADISCIPLINARY SEMINAR****SE 403A, SE 403B****IntraDisciplinary Seminar**

This course is a hybrid between a lecture series and discussion seminar. It is intended to provide a stimulating and rigorous forum between students' artistic concerns and those of twelve visiting speakers in a public lecture series of the School of Art. Class discussions will center on diverse presentations by artists, theorists, activists, designers, writers, curators, gallerists and other practitioners involved in the arts from positions that embody an interdisciplinary approach or that imply new uses for disciplinary traditions. Accordingly, the course is designed to introduce students to some of the debates currently driving contemporary art and the larger social context it embodies. Members of the class are expected to be active participants and will therefore be asked to respond with some intellectual invention to a variety of topics with weekly discussions, readings, and written or oral presentations.

*2 credits. Free elective credit. Raad (Sabbatical Spring 2014)*

**MATHEMATICS IN ART****Ma 151.1 Mathematics in Art**

This course deals with the period beginning with Pythagoras in ancient Greece and goes up to the present day. Topics included: Godel's work on the limits of mathematics, Euclidean and non-Euclidean geometries, infinity, paradoxes and soap film experiments. Also discussed are black holes, the Big Bang theory, relativity, quantum theory and atomic particles. The course is open to all Cooper Union students but is primarily oriented toward making the above-mentioned concepts comprehensible to those with very little mathematics in their background. The relatedness of seemingly disparate fields (science, art, mathematics, music) is a central theme of the course.

*3 general studies credits. Spring only. Baily*

**PAINTING****PREREQUISITE COURSE****FA 130A, FA 130B Painting**

A studio experience with the physical, compositional and conceptual components of pictorial invention and image-making. Readings, assignments and critiques will enhance the development and articulation of an inventive individual approach to the painting discipline in preparation for advanced level work.

*3 credits per semester. One-year course. Prerequisite to all Advanced Painting courses. Bordo/Conway/True*

**ADVANCED COURSES****FA 331A, FA 331B Advanced Painting**

For students who wish to have their work critiqued primarily on an individual basis. High motivation and dedication are of primary concern. There will be occasional group critiques.

*3 credits. One-semester course. True*

**FA 335A, FA 335B Advanced Painting**

A seminar course for students who have the ability to work independently in their studios with a primary focus in drawing or painting. Students will be expected to develop their ideas and work independently, but the class will meet together every week or two for discussion of each other's work, as well as various museum and gallery shows, readings or slide presentations of current work. The course will emphasize experimentation and expansion of one's visual language and

process, and the ability to articulate these ideas in discussion.

*3 credits. One-semester course. Bordo*

**FA 337A, FA 337B Advanced Painting**

Students will explore the inner reservoirs of the imagination and investigate, as well, specific external resources for imagery. The course will seek to develop a range of expressive vocabulary including representation and abstraction. Group and individual critiques will be augmented through discussions of museum and gallery exhibitions and slide presentations. Emphasis will be upon developing a personal visual direction.

*3 credits. One-semester course. L.A. Miller*

**FA 338A, FA 338B Advanced Painting/Water Media**

Students will focus on water media—acrylic, transparent watercolor and gouache—through work on canvas and paper. The class will explore the specific technical challenges and characteristics inherent in these media including the range from transparency to opacity. Individual approaches will be encouraged in developing the aesthetics of the evolving image from spontaneity to studied expression, from figuration to abstraction. Exposure to selected examples of historical and contemporary imagery will be accomplished through slides, exhibitions and gallery or studio visits.

*3 credits. One-semester course. L.A. Miller*

**FA 339A, FA 339B Advanced Painting/Guest Artist Series**

This course is for students who have made a strong commitment to painting. Students are expected to work independently in their studios on a series of paintings that will develop during the semester in response to a dialogue with the different guest artists.

*3 credits. One-semester course. Bordo*

**Advanced Painting/Visiting Artists**  
*Course description varies according to the instructor. For Fall 2013:*

**FA 332A Advanced Painting**

For students who are highly motivated and dedicated to their work, this course focuses on individual development through one-on-one critique. Ideas will be presented for group discussion through readings and viewings of current museum and gallery shows. Group critiques will encourage students to develop and voice strong opinions.

*3 credits. One-semester course. Visiting Artist Steve Di Benedetto*

**FA 336A Advanced Painting**

The course will emphasize attention in equal parts to art-making and analytical thinking in students' studio practices. We will work at consistently defining the language and terminology used in class discussions, individual meetings and group critiques so that students will leave the course with a solid understanding of crucial concepts in the field. Discussions will be focused around readings, artist interviews, assigned exhibition visits, student presentations and class trips to galleries, museums and artists' studios. The aim of the course is to prioritize critical engagement, both in and out of the studio.

*3 credits. One-semester course. Visiting Artist Patricia Treib*  
For Spring 2014 and later semesters, please see class schedule and registration materials for course descriptions specific to Visiting Artists teaching that semester.

**FA 439A, FA 439B Independent Study in Painting**

*1-3 credits. Requires approval of instructor and the dean of the School of Art*

**TECHNIQUES****TE 418.1 Water Media Techniques**

This course provides a foundation for techniques, processes and materials involved in painting with watercolor, gouache and acrylic. The class explores the specific technical challenges and characteristics inherent in these media, including the range from transparency to opacity. Acquaintance with a wide range of brushes, tools, materials, pigments and papers will be offered. A range of approaches will be introduced from traditional to experimental so that the student can acquire mastery of the medium through a variety of experiences. The relevance of technique and imagery to each student's personal work and interests will be developed through discussions and resource examples.

*2 credits. One-semester course. May not be repeated. Free elective credit. L.A. Miller*

## PERFORMANCE

### FA 290 Elements of Performance

This course examines the elements that unify the diverse set of practices gathered as “performance art.” Engaging concepts of time, movement, voice, text and body in performance-based work, the course addresses both the historical development of performance practices within the field of contemporary art, as well as their current manifestations. Lectures, screenings, readings and discussions support the development of individual and collaborative studio work.  
3 credits. One-semester course.  
May not be repeated. Hayes  
(Sabbatical Fall 2013)

### FA 395 Performance

Performance or the live event has been a continuous element of art practice throughout most of the 20th century. The changing technologies of sound and digital recording devices and their increasing availability have enhanced the possibilities of documentation and allowed artists to consider the mediation and documentation of a live event as an integral part of the work itself. In this course, students will examine the interaction between performance and its documentation through practical, historical and theoretical interrogation. The class proposes to address documentation, not as an inadequate representation nor as a nostalgic marker but as something that operates within a distinct system that can become a vital site of art production. This class takes an interdisciplinary approach to making performance work. The medium of performance and its utilization of photography, video and sound will be explored. Students will read and discuss texts, looking at the work of other artists and making their own work.  
3 credits. One semester course. Hayes  
(Sabbatical Fall 2013)/Visiting Artist  
Alex Villar (Fall 2013)

## PHOTOGRAPHY

### PREREQUISITE COURSES

#### FA 106.1 Photography I

A one-semester course which explores the visual language of photography through both black-and-white and color mediums. Students will learn camera controls through the use of 4x5 and digital cameras. 35mm cameras are optional. Darkroom printing augments class assignments and student projects.\*  
3 credits. One-semester only. May not be repeated. Buhler-Rose/Mickey/Osinski/Williams

*\*It is recommended that students have digital cameras. Instructors will make camera recommendations on the first day of class for those students who may wish to purchase one.*

### ADVANCED COURSES

#### FA 360A, FA 360B Advanced Photography: Printing Images

This course will focus on the materiality of the photographic print, both analog and digital. Options in silver-gelatin printing including toning, bleaching and plating, as well as advanced options in digital printing will broaden students' understanding of the photographic image. Issues involving photographic representation will be addressed through discussions, group and individual critiques, hands-on demonstrations and field trips. Students will produce a finished set of printed images by the end of the semester.  
3 credits. Osinski

#### FA 361 Advanced Photography: Large Scale

This course will concentrate on subject matter, methodology, size, scale, genre, style, theory and history of photography. The orientation will be the development of projects, from the inception of ideas to professional presentation and execution of artistic work with an emphasis on making large negatives and/or producing large prints. Students are encouraged to take advantage of the full range of image-making resources available to aid in the creation of works that challenge perceptions. Various options of cameras and large scale analog and digital printing will be explored.  
3 credits. TBA

#### FA 363A, FA 363B Advanced Photography: Digital Photography

This studio course focuses on issues related to digital imaging. Students will explore ideas related to digital work as well as techniques such as color management, various corrective measures, and options in digital cameras and printers. Issues central to photography in the digital era will be explored. Students will pursue individual projects that will be discussed in group and individual critiques.  
3 credits. Osinski

#### FA 364A, FA 364B Advanced Photography

This course will concentrate on critiques of the students' work. Personal vision will be the subject and interpretation of the print will be the focus. Individual projects will be set for each student. Students will also be required to see exhibitions as well as research books and other forms of image reproduction.  
3 credits. TBA

#### FA 365A, Advanced Photography: Digital Workflow

In this critique-based studio class, students will advance their work by focusing on the digital color workflow. Technical instruction will include: advanced digital camera controls, high-end scanning techniques, Lightroom, color management through Photoshop and the use of color profiles as well as inkjet printing. Students will advance their work through individual and group critiques, discussion and workshops.  
3 credits. Fall only. Vahrenwald

#### FA 365B Advanced Photography: Studio Photography

The course will primarily address lighting, including the use of hot lights, flash, and strobes, with specific studio equipment such as sweeps, diffusers, backdrops, tethered shooting, Lightroom, and Capture One. Retouching and color correction in Photoshop will be covered.  
3 credits. Spring only. Vahrenwald.

#### FA 366 Advanced Photography: Alternate Processes

A course for students who wish to explore the possibilities of hand-applied photographic emulsions and alternative methods of printing. Processes will include liquid light, cyanotype, palladium, color copier and digital printing options. Student work will be discussed in relation to contemporary art issues.  
3 credits. Williams

#### FA 368A, FA 368B Advanced Photography: Guest Artist Series

This course is intended to help students clarify and further the growth of their own work through group and individual critiques, classroom presentations and discussions with contemporary guest artists and the instructor.  
3 credits. Osinski

#### FA 369A Advanced Photography

Students will produce work using photographic material(s), camera or any photographic device of their choice. Work will be discussed in group critiques as well as individual conferences with the instructor. Photographic issues and representation will be the subject of reading and class discussions.  
3 credits. Fall only.  
Raad (Sabbatical Spring 2014)

#### FA 369B Advanced Photography

This course will explore multiple-image structures in photography and will include issues and examples of sequencing, time, fictional and non-fictional narratives and meta-narratives and image and text relationships. Studio projects will be combined with lectures, presentations, field trips, readings and class discussions to provide the critical framework leading to the development and production of projects that address traditional as well as experimental methods of multiple-image structures. Projects can include but are not limited to: color/black and white, film/digital/film stills.  
3 credits. Spring only. Morton

#### Advanced Photography/Visiting Artists

Course description varies according to the instructor.  
For Fall 2013:

#### FA 364A Advanced Photography

This course will concentrate on critiques of the students' work. Personal vision will be the subject and interpretation of the print will be the focus. Individual projects will be set for each student. Students will also be required to see exhibitions as well as research books and other forms of image reproduction.  
3 credits. Visiting Artist Dana Hoey

For Spring 2014 and later semesters, please see class schedule and registration materials for course descriptions specific to Visiting Artists teaching that semester.

#### FA 469A, FA 469B Independent Study in Photography

1-3 credits. Requires approval of instructor and the dean of the School of Art

## PRINTMAKING

### PREREQUISITE COURSES

#### FA 250 Silkscreen I

This course explores screen printing as a means of communication with emphasis on the execution of these images. Students visit museums to learn to appreciate posters from various historical periods. The actual screen printing will be taught with the use of images, type and color. The goal of the course is to combine the components of art, printing and communication.

*3 credits. One-semester course. May not be repeated. Clayton*

#### FA 251 Lithography I

An introduction to traditional and contemporary image-making on lithographic stones and commercial aluminum plates, with emphasis on the technical aspect of the medium. The various areas to be examined include stone graining, crayon and tusche drawing, processing, proofing and edition printing procedures, etc.

*3 credits. One-semester course. May not be repeated. Nobles*

#### FA 252 Etching I

An introduction to etching images on metal plates, through the use of hardground, aquatint softground. The emphasis is on the technical understanding of the medium. Other image-making processes to be covered are drypoint and engraving.

*3 credits. One-semester course. May not be repeated. Osterburg*

### ADVANCED COURSES

#### FA 350A, FA 350B Silkscreen Workshop

An advanced workshop in which the students are free to explore screen printing, graphic arts and photography. There will be formal teaching of advanced photographic processes such as halftone and color separation.

*3 credits. One-semester course. Prerequisite: Silkscreen I. Clayton/Nobles*

#### FA 351A, FA 351B Lithography Workshop

An advanced workshop concentrating on individual projects and further investigations into the reproducible image and its implications. Discussion and demonstration will be offered both in the direction of a more technical and chemical understanding of lithography and working in conjunction with other traditional print techniques.

*3 credits. One-semester course. Prerequisite: Lithography I. Nobles*

#### FA 352A, FA 352B

##### Etching Workshop

This course will involve individual directions in etching as well as the development of projects combining print technique and aesthetic goals. The understanding and use of the contemporary professional print shop will be discussed.

*3 credits. One-semester course. Prerequisite: Etching I. Osterburg*

#### FA 354A, FA 354B

##### Experimental Printmaking

The course will supplement the traditional printmaking techniques of etching, lithography and silk screen with an introduction to linoleum woodcut techniques and monotype/monotype combination of methods appropriate to developing an aesthetic understanding of the vocabulary of the print. Color, multiple printing, work in series or book formats will be discussed in developing student projects.

*3 credits. One-semester course. Prerequisites: 2 of the following 4 courses: Silkscreen I, Lithography I, Etching I or Papermaking Techniques. Gleeson/Nobles*

#### FA 355A, FA 355B

##### Relief

Students will be instructed in various relief printing techniques, including traditional Japanese water-based woodblock and Western techniques with oil-based inks on wood and linoleum. Use of the hydraulic press will allow large format works to be produced. Hand-printing techniques will be taught as well. Small edition printing in multiple colors will be emphasized.

*3 credits. One-semester course. Shibata*

#### FA 356A, FA 356B

##### Etching Workshop: Photogravure

This class will primarily teach approaches to the 19th century process of photogravure. Photogravure is a truly continuous tone photographic intaglio process. Tonalities are created by an ink layer, gradually varying in depth, with a very fine aquatint to hold the ink. Photogravure will be the starting point for the projects rather than the final step. Students should be open to continuing to work on plates with traditional intaglio techniques.

*3 credits. One-semester course. Prerequisite: Etching I or Photo I. Osterburg*

#### FA 459A, FA 459B

##### Independent Study in Printmaking

*1-3 credits. Requires approval of instructor and the dean of the School of Art*

### TECHNIQUES

#### TE 353.1 Papermaking Techniques

This course includes the making of traditional Western paper from rags to a finished sheet and the making of traditional Oriental paper from tree bark to a finished sheet. Students learn to use a pulp beater, dyes, sizings and a small vacuum table for molding the pulp. Simple binding and box-building techniques as well as marbling are demonstrated.

*2 credits. One-semester course. Free elective credit. DiEdwardo*

### PROJECTS

#### FA 349 Senior Presentation Project

This project class seeks to mentor students in the development of their senior presentations. The class presents and explores traditional and alternative curatorial and exhibition models, including one-person and group exhibitions, collaborative and curatorial projects, site- and institution-specific installations, interventions and performance. Class discussions and individual meetings with the instructor will allow for a full range of critical interaction. A written component is an intrinsic part of this project whether towards the writing of project proposals, artist statements, power point lectures, or artist talks and performances. Each student is required to make a presentation to the class outlining the parameters of his or her artistic theses. Three recent graduates of the School of Art representing different artistic practices and goals, ranging from those who attend(ed) graduate school, to those in the process of developing individual or collaborative artistic practices, will be invited to give artist talks and to join in class discussions as a further articulation of the senior presentation experience within the extended Cooper community.

*3 credits. One-semester. Bordo*

#### FA 384A Projects

This course is open to all third and fourth year students who intend to initiate or pursue a longer term (longer than a semester) art project. Students are expected to present their work-in-progress weekly, to research the works of other artists, writers, and thinkers, and to participate actively in class discussions.

*Open to all 3rd and 4th year students. May be repeated with instructor's permission. Raad (Sabbatical Spring 2014)*

### SCIENCE

#### RS 201 Science Topics vary.

*3 general studies credits. Required science course. To be taken during the sophomore, junior or senior year. Armstrong/Davies/Nadin*

#### RS201a Earth Science

The course will cover a broad range of Earth Science topics including understanding rocks and the stories they tell, the vast scale of geological time, dynamic plate tectonic processes, climate change, and what makes the planet habitable for life. It will inspire wonder and a deep appreciation for the Earth. The course will present to students a different way of looking at the Earth: not as something that is constant and static but rather dynamic and constantly changing, a place with a broad and exciting history of which we are only a small part.

#### RS 201c Science of the Mind

Over the last 10 years there has been a revolution in our understanding of the workings of the mind. This course offers a comprehensive yet accessible survey of these new developments in the understanding of the workings of the brain. It will explore how these discoveries are altering the most basic concepts we have about ourselves and how we perceive the world. The course begins by familiarizing the students with an outline of the anatomy of the brain and its neurological function and then progresses to consider new theoretical models of consciousness. The course also explores the laws of the visual brain and how those laws govern our perception of the visual world.

**RS 201d Optics for Artists**

This course covers the fundamentals of optics using a non-mathematical approach, relying on provocative demonstrations and hands-on experimentation with an emphasis on explaining phenomena observed in everyday life. Topics will include the nature of light, optical elements (lenses, mirrors, prisms), cameras, the theory of “color,” visual perception and optical illusions, light detection (eye, film, digital cameras) and more advanced concepts of particular interest to the students (holography, lasers, liquid crystals, etc.).

**RS 201e Pattern Formation**

Patterns, both in space and time, are ubiquitous in the natural world. In this course, we will distinguish between patterns that arise from explicit design and construction and those that arise spontaneously from the actions and behaviors of simple units. Concentrating on these self-organizing systems, we will explore topics such as: the characteristic stripes and spots of animals, the shifting landscapes of desert sand dunes, the hexagonal forms of honeycombs, the symmetry of snowflakes, the synchronization of flashing in firefly swarms, the transformation from embryos to organisms, convection patterns in fluids, the development of social networks and the growth of cities. Our focus will be on understanding the mechanisms that can explain how such systems come to be. The course will be conducted as a combination of lectures, seminars, laboratory exercises, and independent projects.

**RS 201f Current Issues in Biology**

This introductory course will provide an understanding of the science behind many of the current issues facing society. The goal is to provide biological literacy in order to evaluate scientific arguments presented in topics related to human disease and current events affecting human health such as stem cell research, genetically-modified food and genetic testing.

**RS 201g Astronomy**

This course begins with an historical overview and then introduces the contemporary understanding of the universe. Students learn about the key elements of the universe, including motion, energy, gravity and light. Topics include; the solar system and its origins; the sun; stellar evolution including white dwarfs, neutron stars, and black holes; galaxies beginning with the structure of the Milky Way; dark matter, dark energy and the Big Bang theory. Labs and field trips to an observatory augment class discussion.

**RS 201h Topics in Physics:****Space, Time, Light, and Matter**

The course provides an overview of discoveries in physics over the past two millennia, focusing on the development of modern theories. Topics include nature of light and matter, relativity, quantum mechanics, evolution of the universe and the nature of science. Knowledge of basic algebra is assumed. Field trips and computer lab assignments are included in the syllabus.

**SCULPTURE****FA 391A, FA 391B****Sculpture**

This course helps students develop projects related to their own vision and ideas. Class discussions address the full range of conceptual and material processes that generate production. Research and development will be given equal weight to finished work. Intention, form, materiality and context will be analyzed against larger questions of culture in relation to artistic practice. Student work will be reviewed by the entire class and by the instructor on an individual basis. Lectures, readings and field trips will complement studio critiques.  
*3 credits. One-semester course. Adams*

**FA 394A, FA 394B****Sculpture**

This course takes a concrete approach to the development of critical discourse about works of art. It exercises the student's ability to analyze the activity of making sculpture in particular and advances the student's understanding of how to proceed in the studio. Problems of structure, materials, meaning, intention and context are the subject of class discussion.  
*3 credits. One-semester course. Logis*

**FA 396A, FA 396B****Sculpture: Seminar in Public Art**

This course focuses on the production of artworks that question and/or reinvent the boundaries between public and private spheres. Student projects will be generated and analyzed in relation to current transformations in culture and technology as they affect the meaning of “publicness.” Complementing studio production will be lectures, readings and discussions that engage social, political and urban issues relevant to the topic. Traditional approaches to public art, such as enhancement and commemoration will be challenged by more temporal and critical strategies. Historical examples will be examined, including the Flaneur, Russian Constructivism, the Situationists, Fluxus and Conceptualism, as well as the most recent example of public interventions.  
*3 credits. Adams*

**FA 397A, FA 397B****Sculpture**

This course takes a concrete approach to the development of critical discourse about works of art. It exercises the student's ability to analyze the activity of making sculpture in particular and advances the student's understanding of how to proceed in the studio. Problems of structure, materials, meaning, intention and context are the subject of class discussion.  
*3 credits. One-semester. Ashford/Lins*

**Sculpture/Visiting Artists**

*Course description varies according to the instructor.*

*For Fall 2013:*

**FA 398A Sculpture**

*3 credits. Visiting Artist Lucy Raven*

*Spring 2014 and later semesters, please see class schedule and registration materials for course descriptions specific to Visiting Artists teaching that semester.*

**FA 499A, FA 499B****Independent Study in Sculpture**

*1-3 credits. Requires approval of instructor and the dean of the School of Art*

**TECHNIQUES****TE 390.1 Casting Techniques**

Casting Techniques is a process intensive course covering the methods of translating a wax positive into bronze or other non-ferrous metals. All associated techniques from beginning a plaster or rubber mold to casting, chasing, finishing and patination of metal sculptures will be covered. Students will explore a variety of approaches to casting, as well as engage in discussions involving the history of bronze casting, and its place in contemporary art.  
*2 credits. One-semester course. May not be repeated. Free elective credit. Alwin/Wilhelm*

**SOUND ART****FA 281 Project in Sound Art**

This class will introduce strategies for understanding and participating in the aural world. The course is divided into specific weekly topics, including acoustic ecology, circuit-bending, radio transmission, synaesthesia and others. Screenings, readings and discussion are supported by hands-on workshops in capturing, manipulating and reproducing sound in unconventional ways. Grading is based on three student projects and participation in class discussions.  
*3 credits. One-semester course. May not be repeated. Poff*

## FACULTY

### Administration

Saskia Bos, *Dean*

TBA, *Associate Dean*

Judith Cantor Bernstein  
*Coordinator of Academic Operations*

Danyel Ferrari  
*Coordinator of Student Exhibitions*

Tia Shin, *Budgets Coordinator*

Margaret Wray, *Assistant to the Dean*

Christine McCann  
*Administrative Assistant*

Amy Westpfahl,  
*Coordinator, School of Art Admissions*

### Office of Academic Advisement and Off-Campus Programs

Day Gleeson  
*Academic Adviser*

Margaret Morton  
*Director, Off-Campus Programs*

Joyce Bishop, *Coordinator,  
Office of Academic Advisement*

### Full-Time Faculty

#### Professors

Dennis Adams  
B.F.A., Drake University;  
M.F.A., Tyler School of Art

Lee Anne Miller  
B.S., Utah State University;  
M.F.A., Cranbrook Academy of Art;  
Pratt Graphics Center;  
The Slade School of Art

Margaret Morton  
B.F.A., Kent State University;  
M.F.A., Yale University

Christine Osinski  
B.F.A., School of the Art Institute  
of Chicago;  
M.F.A., Yale University

#### Associate Professors

Robert Bordo  
McGill University;  
New York Studio School

Mike Essl  
B.F.A., The Cooper Union;  
M.F.A., Cranbrook Academy of Art

Day Gleeson  
B.F.A., Rhode Island School of Design

Walid Raad (*Sabbatical Spring 2014*)  
Rochester Institute of Technology;  
M.A., Ph.D., University of Rochester

#### Assistant Professors

Sharon Hayes (*Sabbatical Fall 2013*)  
B.A., Bowdoin College  
M.F.A., University of California,  
Los Angeles; Whitney Museum  
Independent Study Program

### Proportional-Time Faculty

#### Associate Professors

Douglas Ashford  
B.F.A., The Cooper Union

Niki Logis  
B.A., Brooklyn College, CUNY

David True  
B.F.A., M.F.A., Ohio University

### Adjunct Faculty

#### Professors

Betsy Alwin  
B.A., B.F.A., Mankato State University;  
M.F.A., Illinois State University

Jack Barth  
B.A., California State University;  
M.F.A. University of California at Irvine  
Larry Brown  
B.A., Washington State University;  
M.F.A., University of Arizona

Jacob Burckhardt  
B.A., University of Pennsylvania

Lorenzo Clayton  
B.F.A., The Cooper Union

Warren Corbitt  
B.A., Vassar College;  
M.F.A., Cranbrook Academy of Art

Cara DiEdwardo  
B.F.A., The Cooper Union

Stephen Ellis  
B.F.A., Cornell University;  
New York Studio School

Glenn Goldberg  
New York Studio School;  
M.F.A., Queens College, CUNY

Mindy Lang  
B.F.A., The Cooper Union

Lisa Lawley  
B.F.A., The Cooper Union;  
M.F.A., Yale University

Pamela Lins  
M.F.A., Hunter College, CUNY

Ross G. McLaren  
A.O.C.A., Ontario College of Art

Jill Magid  
B.F.A., Cornell University;  
M.A., Massachusetts Institute of  
Technology

Peter Nadin  
B.A., University of Newcastle- upon-  
Tyne, United Kingdom

Scott Nobles  
B.F.A., The Cooper Union;  
M.F.A., Hunter College (CUNY)

Lothar Osterburg  
Diploma in Fine Arts, Staatliche  
Hochschule fur Bildende Kunst,  
Braunschweig, Germany

Zach Poff  
B.A., University of Maryland

Jennifer Todd Reeves  
B.A., Bard College;  
M.F.A., University of California,  
San Diego

R. Scott Richter  
B.F.A., Parsons School of Design

Zach Rockhill  
B.F.A., University of Kansas; M.F.A.,  
Rutgers University

Yasuyuki Shibata  
B.F.A., Kyoto Seika University, Japan

Erin Sparling  
School of the Art Institute of Chicago

Alexander Tochilovsky  
B.F.A., The Cooper Union;  
M.F.A., Cranbrook Academy of Art

Michael Vahrenwald  
B.F.A., The Cooper Union  
M.F.A., Yale University

Gian Berto Vanni  
University of Rome

Andrew Wilhelm  
B.F.A., Kutztown University;  
M.F.A., Virginia Commonwealth  
University

Jennifer Williams  
B.F.A., The Cooper Union;  
M.F.A., Goldsmith's College (London)

### Instructors

Eve Armstrong  
B.A., Columbia University;  
M.S., University of California at San  
Diego

Michael Buhler-Rose  
B.F.A., School of the Museum of Fine  
Arts / Tufts University  
M.F.A., School of Art and Art History,  
University of Florida, Gainesville

Anna Conway  
B.F.A., The Cooper Union  
M.F.A., Columbia University

Rondi Davies  
B.S., University of Sydney (Australia)  
Ph.D., Macquarie University (Australia)

Adriana Farmiga  
B.F.A., The Cooper Union  
M.F.A., Bard College

Agnieszka Gasparska  
B.F.A., The Cooper Union

Iman Issa  
B.F.A., American University  
in Cairo (Egypt)  
M.F.A., Columbia University

Beverly Joel  
B.F.A., The Cooper Union

Joseph Kendall  
B.F.A., The Cooper Union

Jeremy Mores McWreath  
B.F.A., The Cooper Union;  
M.F.A., University of Southern California

Yuri Masnyj  
B.F.A., The Cooper Union

Katie Merz  
B.F.A., The Cooper Union

Darin Mickey  
B.F.A., The School of Visual Arts

Roy Rub  
B.F.A., The Cooper Union

Mary Simpson  
B.A., Pacific Lutheran University  
M.F.A., Columbia University

John Vondracek  
B.F.A., The Cooper Union

### Visiting Artists (Fall 2013)

Yto Barrada  
University of Paris (Sorbonne )  
International Center of Photography

Steve DiBenedetto  
B.F.A., Parsons School of Design

Dana Hoey  
B.A., Wesleyan University  
M.F.A., Yale University

Peter Kaplan  
B.S., University of Delaware  
M.F.A., California Institute of the Arts

Bobby Martin  
B.F.A., Virginia Commonwealth  
University  
M.F.A., School of Visual Arts

Carlos Motta  
B.F.A., The School of Visual Arts  
M.F.A., Bard College  
Whitney Museum Independent Study  
Program

Lucy Raven  
B.F.A., University of Arizona  
M.F.A., Bard College

Patricia Treib  
B.F.A., The School of the Art Institute of  
Chicago  
M.F.A., Columbia University  
Skowhegan School of Painting and  
Sculpture

Alex Villar  
B.A., Hélio Alonso (Brazil)  
M.F.A., Hunter College  
Whitney Museum Independent  
Study Program

**Staff**

Camille Altay  
*Night Monitor, Painting/Drawing*

Amy Buckley  
*Technical Assistant, Photography*

Ian Burnley  
*Technical Assistant, Painting/Drawing*

Betsy Alwin  
*Technical Assistant,  
Art & Architecture Shop*

Blake Carrington  
*Technical Assistant, Film/Video*

Lorenzo Clayton  
*Technical Assistant, Printmaking*

Tommy Coleman  
*Technical Assistant,  
Art & Architecture Shop*

Malcolm Davis  
*Technical Assistant, Painting/Drawing*

Pablo Diaz  
*Technical Assistant, Type Shop*

Cara DiEdwardo  
*Technical Assistant, Printmaking  
and Head Technician, Type Shop*

Sarett Franco  
*Technical Assistant, Printmaking*

Ben Fries  
*Technical Assistant, Film/Video*

Pedro Gonzalez  
*Technical Assistant, Film/Video*

Anna Hostvedt  
*Senior Coordinator, Painting/Drawing*

Haisi Hu  
*Technical Assistant, Film/Video*

Andres Janacua  
*Painting Office Coordinator,  
Painting/Drawing*

James Kendi  
*Technical Assistant, Photography*

Caitlin Keogh  
*Technical Assistant, Painting/Drawing*

Frank Kurtzke  
*Co-Head Technician,  
Art & Architecture Shop*

Heidi Lau  
*Technical Assistant, Printmaking*

Kevin Leonard  
*Co-Head Technician,  
Art & Architecture Shop*

Ross McLaren  
*Technical Assistant, Film/Video*

Eric Monasterio  
*Technical Assistant, Art & Architecture  
Shop*

Daniel Morris  
*Technical Assistant, Type Shop*

Scott Nobles  
*Digital Specialist Print Technician,  
Printmaking*

Zach Poff  
*Technical Assistant, Film/Video*

Daniel Porvin  
*Lab Supervisor, Film/Video*

Robin Randisi  
*Technical Assistant, Film/Video*

Josh Thorson  
*Technical Assistant, Film/Video*

Dylan Thuras  
*Technical Assistant, Film/Video*

Colin Todd  
*Co-Head Technician, Photography*

Ryan Toth  
*Night Monitor, Painting/Drawing*

Jersey Walz  
*Technical Assistant, Photography*

Andrew Wilhelm  
*Technical Assistant,  
Art & Architecture Shop*

Jennifer Williams  
*Technical Assistant, Photography*

Bryan Zimmerman  
*Co-Head Technician, Photography*

**The Center for Design and Typography**

Mindy Lang  
*Director*

Inessa Shkolnikov  
*Assistant Director*

Mark Rossi  
*Senior Designer*

**The Herb Lubalin Study Center of Design and Typography**

Alexander Tochilovsky  
*Curator*

Laura Mircik-Sellers  
*Archive Coordinator*

**The Saturday/Outreach Program**

Marina Gutierrez  
*Co-Director*

Stephanie Hightower  
*Co-Director*

Karma Mayet Johnson  
*Saturday Program Writing Liaison*

Charles Fambro  
*Saturday Program  
Curriculum Coordinator*

Pablo Diaz  
*Outreach Program Manager*

Aisha Tandiwe Bell  
*Saturday Program General Coordinator*

Victoria Febrer  
*Office Manager and Instructor  
of Studio Arts*

# THE ALBERT NERKEN SCHOOL OF ENGINEERING

## MISSION STATEMENT

The Albert Nerken School of Engineering will create an educational culture with a commitment to excellence. We will bring together the best and brightest engineering students; we will nurture and develop their talents; we will encourage them to work and learn at their highest levels; and we will instill in them the desire and the ability to use their engineering background to fulfill their potential as knowledgeable, creative and responsible leaders in society.

*[cooper.edu/engineering](http://cooper.edu/engineering)*

## OVERVIEW

With an average enrollment of about 550 undergraduate students, engineering is the largest of The Cooper Union's schools. The school maintains small class sizes in courses and laboratories in order to provide for personal attention. It offers bachelor of engineering (B.E.) degree programs in chemical, civil, mechanical and electrical engineering, accredited by the EAC commission of ABET\*.

Degree programs are designed to prepare students to enter the engineering profession immediately after graduation or to pursue graduate study. An extraordinary number of Cooper Union engineering graduates have gone on to earn Ph.D. degrees at the nation's most prestigious graduate schools. Others have gone on to study in fields such as medicine, law or business. Many graduates have risen to leadership positions in industry, education and government.

The early curricula in engineering are based on intensive work in the sciences, mathematics, computer science and engineering sciences, which serve as preparation for in-depth study within the various engineering fields. Building on this strong base of mathematics and sciences, and emphasizing the integration of knowledge, these curricula are concerned with an understanding of nature, the limitations of our present knowledge and the potential for advancing that knowledge.

Strong mathematical and computer skills are developed in all engineering students. This includes the ability to mathematically model and solve problems algorithmically, in a suitable language, and to use existing commercial packages for analysis and design. Students are expected to be fluent in at least two computer languages, and many specialized packages are used both in elective and in required courses. The faculty expect assignments to be carried out using the computer in appropriate ways, both as a design tool using packages and also as a platform for original software.

Defining characteristics of the School of Engineering's programs are the emphasis on project-based learning and opportunities for undergraduate research. Students and their peers regularly join the faculty in solving real-life problems that exist in contemporary society. Multi-disciplinary teams work together, frequently cooperating with outside professionals, who act as mentors. Superior analytical abilities and thorough grounding in engineering fundamentals and design enable students to collaborate on these projects. Results may be published, presented at conferences or even patented.

A strong background in engineering design threads throughout the curriculum, starting with the first year. This design experience takes into consideration factors such as environmental issues, sustainability, economics, teamwork, societal impact, safety and political climate—showing students that a “design” is much more than a purely technological solution.

Some design problems are offered in collaboration with foreign universities to increase awareness of the global nature of the engineering profession (e.g., The Cooper Union's study abroad and international programs). Others may involve collaboration with industry or hospitals.

Diverse electives are offered so that interested students can add a background in business and entrepreneurship, additional mathematics and science or a “concentration” in an additional engineering area.

Like The Cooper Union's other schools, the Albert Nerken School of Engineering is intimately involved with the New York metropolitan area. Sometimes, the city and its infrastructure are used as a laboratory. The school also draws on the region's abundant talent and resources, including an outstanding array of engineers and scientists employed at major corporations, governmental agencies and consulting firms in the New York region. The school calls on physicians, lawyers and other specialists to collaborate on research and mentoring and to give unique insights into contemporary problems and social issues confronting modern engineers. Many of these professionals serve as adjunct faculty members who lend a dynamism to the classroom.

Students benefit from an uncommonly close interaction with devoted faculty, many of whom are loyal alumni, in a conservatory-style environment. Our faculty bring their diverse experiences to the classroom and laboratory setting and serve as role models to our students. Our students are encouraged to participate in The Cooper Union's rich seminar and cultural programs as well as to attend talks by guest speakers. They join various professional societies, many of which have chapters at The Cooper Union. Students are inspired to qualify for membership in national engineering honor societies; many join before graduation. They also participate in student government and sports, and take advantage of the vast cultural environment offered by New York City and the neighborhood.

In preparation for their responsibilities as engineers who are affected by the dynamics of technological advances and social change, students are exposed to and challenged in the fields of social science, humanities and other general studies.

\*ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012



The School of Engineering strongly encourages undergraduate research activities and permits juniors and seniors to register for graduate level courses, when deemed appropriate. This enrollment does not guarantee admission to the master's program however. A Cooper Union undergraduate may apply to the graduate program (Master of Engineering) in one of the degree-granting departments during the second semester of the senior year.

Graduates of The Cooper Union are recruited regularly by major national and international corporations and graduate schools nationwide. Alumni are found in the top management and research leadership of many American corporations; hold key positions in federal, state and city agencies; and distinguish themselves on university faculties and administrations nationwide. Through their many and varied professional accomplishments, alumni have earned for the school its reputation for excellence.

## FACILITIES AND RESEARCH

**The Brooks Computer Center** is available to all students and faculty. It provides a centralized administration and technological support for all academic computing needs, and allows students to take advantage of rapidly emerging hardware and software technologies. The center maintains an ample supply of computers of all major types—Intel™ based machines, Apple Macintosh,™ Sun Microsystems,™ IBM™ are examples. Workstations are concentrated in computer classrooms, offices, laboratories, the residence hall and special centers.

The Department of Information Technology provides a wired and wireless network resulting in a rich and reliable computing environment. It is locally accessible through the intranet, which connects all but specialized stand-alone systems. Students have access to all the major operating systems such as the varieties of Microsoft Windows,™ Solaris,™ Linux™ and Mac/OS.™

The Department of Information Technology has both formal classroom instructional facilities and informal drop-in accommodations. Currently, there exist no restrictions or charges for computer time and availability is widespread.

A full complement of applications, programming languages and Internet tools are available. Multimedia hardware includes audio/video capture and output, print and film scanners, digital cameras, CD burners and large-format color plotters.

Data communications with the outside community are maintained via multiple dedicated high-speed Internet connections. Students and faculty have access to software packages and programming languages on the local network and can download content from all Internet sites worldwide. Students are expected to pay careful attention to copyright and ethical uses of the Internet and to conduct themselves professionally at all times.

**C.V. Starr Research Foundation** The C.V. Starr Research Foundation, whose forerunner was established in 1976 as The Cooper Union Research Foundation, is a not-for-profit corporation and sponsors many of the externally funded research projects in the School of Engineering. By encouraging and supporting research, the foundation augments the educational opportunities for students, enhances professional development of faculty, promotes multidisciplinary research and serves the community through its research and development efforts and as a sponsor of public seminars and conferences.

Participation in research activities by faculty and students is essential to the vitality of the educational programs. In attempting to meet this objective, The C.V. Starr Research Foundation plays an important role for faculty and students having research talent

who wish to pursue sponsored research individually or in concert with other faculty and students. The foundation facilitates collaboration with other universities, hospitals, industry and government.

Projects undertaken by The C.V. Starr Research Foundation are externally funded. Faculty serve as project directors, assisted by other faculty members, outside consultants and undergraduate and graduate students of The Cooper Union.

The C.V. Starr Research Foundation supports all programs in all of the schools at The Cooper Union, both at the undergraduate and graduate levels, by providing real-life research projects throughout the curriculum. To this end, several inter-disciplinary research centers have been developed.

Each of the centers aims to draw upon the varied faculty expertise across The Cooper Union and uses laboratory resources in the School of Engineering, as well as the resources of the Schools of Art and Architecture.

Recent research sponsors of The C.V. Starr Research Foundation include Zimmer, Pfizer, EPRI, Con Edison, the National Security Agency, the City of New York Departments of Transportation, Environmental Protection and Design and Construction, Transpo, Lucent, NYSERDA, the U.S. DOE, Lenox Hill Hospital, the National Science Foundation, the National Institutes of Health, Albert Einstein, STRYKER, Verdant Technologies and the Howard Hughes Medical Institute.

The C.V. Starr Research Foundation has a proprietary interest in several new technologies, all of them patented and most of them developed at The Cooper Union. Examples include several patents in asphalt technology, a clean coal-burning technology, an innovative hydro-electric generation process, fuel-cell processes, a micro-balance sensor and several patents in telecommunications and environmental measurement devices.

**The Maurice Kanbar Center for Biomedical Engineering** pursues groundbreaking biomedical research in such fields as orthopedic biomechanics, medical imaging, minimally invasive surgery, tissue engineering, medical device design, ergonomics and injury rehabilitation. The center has established collaborative relationships with several hospitals and medical research institutions in the New York City area.

**The Center for Innovation and Applied Technology** is an interdisciplinary research and educational resource that provides answers to our technological and productivity challenges. Bold and innovative concepts are linked with successful planning and practical implementation strategies.

Innovation is the result of creative conceptualizations that are developed and brought to market. Inventors, innovators and

entrepreneurs are needed to make lasting societal contributions. The center enables collaborations between the Cooper Union community and distinguished mentors from industry and other educational institutions, who contribute their time, insights and resources.

Applied skill sets are required to develop, fund and ultimately bring to market a successful product. The center provides a supportive, flexible research and learning laboratory based upon real-world problem solving.

Technology depends upon the skills of numerous disciplines and lateral thinkers. CIAT will make a difference by solving some of today's challenges and providing a forum where the disciplines can be merged.

**The Center for Urban Systems and Infrastructure** has started research in the areas of urban security and protective design, infrastructure rehabilitation, new energy technologies, acoustics and noise abatement and sustainable environment. Industrial partnerships have been formed with various corporations and government agencies. The Cooper Union Institute for Urban Security operates under the auspices of this center, and the following institutes are being developed:

- The Institute of Water Resources and the Environment,
- The Institute of Renewable Energy and
- The Institute for Soil Structure Interaction and the Underground Built Environment.

**The Center for Materials and Manufacturing Technology** engages in research in composite materials, fire-resistant and blast-resistant materials, robotics, mechatronics, nano-technologies and nano-biosensors. The center is also active in innovative product design and automation.

**The Center for Signal Processing, Communications and Computer Engineering (S\*PROCOM<sup>2</sup>)** engages in ongoing research in biomedical signal and image processing, neuroscience, software engineering, mapping algorithms to FPGA and other specialized architectures, network security, Monte Carlo simulations and wireless communications. Other areas of interest include sensor arrays and networks, embedded control systems and cognitive systems. Partnerships and collaboration have been established with technology firms, both small and large, medical research institutions and financial firms in and around New York City.

**The Center for Sustainable Engineering, Art and Architecture—Materials, Manufacturing and Minimalization (SEA<sup>2</sup>M<sup>3</sup>),** SEA<sup>2</sup>M<sup>3</sup> seeks to develop an awareness of solutions to engineering problems that preserve the integrity of the commons; it is a space where true cross-disciplinary conversation and reciprocal learning generate real solutions that can be imagined, created and implemented. Using their ability to communicate and infused with an understanding of the world, its people and cultures, students create and disseminate designs suited to, and in harmony with their place of use. SEA<sup>2</sup>M<sup>3</sup> provides a forum within which students from the schools of engineering, art and architecture come together to develop new design criteria that yield materials, manufacturing techniques, habitats and lifestyles that are sustainable, and that, ultimately, reduce the chasm between the rich and the poor.

## BACHELOR OF ENGINEERING CURRICULUM

The requirements for the bachelor's degree programs must be completed within four years of first registration, except with the explicit consent of the dean/associate dean. Requests for extension must be presented in writing to the dean's office prior to the sixth semester of registration (or the end of junior year). It is the responsibility of the student to maintain normal and reasonable progress toward the degree.

Courses may be taken at other institutions for credit with prior appropriate adviser(s) approval only. The student is responsible for all costs incurred. As a general matter, many courses simply may not be taken elsewhere (e.g., Physics I). In order to get a course pre-approved, bring as much course documentation as possible to the Chair of the appropriate department to have the course assessed. These materials must include at least the syllabus and textbook. The course must be judged to be equivalent to one taught at Cooper. Note that only grades "B" or better can be transferred (not B-) and the grade will not be factored into your G.P.A.

Additionally, ABET accreditation requires:

- one year of a combination of mathematics and sciences (some with experimental experience) appropriate to the discipline,
- one and a half years of engineering topics consisting of engineering sciences and engineering design appropriate to the student's field of study and
- a general educational component that complements the technical content of the curriculum and is consistent with the program and institutional objectives.

In order to graduate, all students must meet the following conditions:

- A minimum of 135 credits are required;
- Satisfaction of all program curricula;
- Satisfaction of the residence study requirements;
- A minimum grade point average (G.P.A.) of 2.0;
- A minimum grade point average (G.P.A.) of 2.0 for the junior and senior years combined.

**Faculty Advisers** All first-year students have the same faculty adviser. For subsequent years, students will be assigned one, two or more advisers each, appropriate to their field of study. Each student's program is established in consultation with his or her adviser(s); changes can only be made with approval of the adviser(s).

**Humanities and Social Sciences** The requirements in this area are satisfied by courses offered by The Cooper Union Faculty of Humanities and Social Sciences or by transfer credit for liberal arts courses taken at other institutions. The courses in this area are intended to provide both breadth and depth and should not be limited to a selection of unrelated introductory courses.

The Cooper Union liberal arts courses, shown elsewhere in the Faculty of Humanities and Social Sciences catalog section, have prefixes **H**, **S** and **HTA**. The basic courses **HSS1–HSS2** and **HSS3–HSS4** are prerequisites for all higher level courses in the same prefix family. **H** and **S** courses carry three credits each; **HTA** courses carry two credits. Engineering students should consult with the dean of Humanities and Social Sciences about choice of courses to satisfy particular interests.

Transfer credits for liberal arts courses must be approved by the dean of Humanities and Social Sciences. Courses that cannot be used to satisfy the Humanities and Social Sciences requirement are:

- language skills courses such as introductory foreign language, public speaking, report writing;
- craft and performance courses unless accompanied by theory or history;
- subjects such as accounting, finance, engineering economy, industrial management, personnel administration.

Some programs require “free electives or non-technical electives.” For transfer credit for particular courses, the School of Art or the School of Architecture may be a more appropriate authority to sanction the transfer. Students who are uncertain should approach the Office of the Dean of Engineering in the first instance and be directed to the correct group of faculty.

**Program Requirements** The specific programs for entering students are shown in detail in the curriculum tables which are shown in “Departments and Programs” starting on page 82. From time to time, changes are made to these programs following curricular developments authorized by the faculty. Advances in technology and new technologies are closely monitored and are reflected by adjustments in all the engineering programs.

**Course Substitutions and Credits** A student may request to substitute for a required course or courses given in the School of Engineering provided that:

- the substitution is limited to 12 credits maximum toward the total number of credits required for graduation,
- the substitution is approved by the dean/associate dean and program adviser(s) and
- ABET accreditation requirements are not violated.

The Chemical Engineering Department does not permit the substitution of any courses.

The number of academic credits for each course generally is based on the following relationship:

- 1 credit per contact hour in class
- ½ credit per contact hour of laboratory

This relationship was established on the basis that generally two hours of preparation are expected of the student for every contact hour in class or project activities and generally one hour of preparation is expected for every contact hour of laboratory.

**Residence Study Requirement** A candidate for a bachelor’s degree must be enrolled during the entire academic year immediately preceding the granting of the degree and must carry at least 12 credits per semester during that period. Also, the candidate must have been enrolled for a minimum of four semesters at The Cooper Union as a full-time student for the bachelor’s degree.

## MASTER OF ENGINEERING CURRICULUM AND REQUIREMENTS

The integrated bachelor/master of engineering program is intended to integrate work at the undergraduate and graduate levels and prepare graduates for entry into the engineering profession at an advanced level or for further graduate study. It affords diversification and versatility by requiring a student to elect a field of study—the major—offered in the School of Engineering, and a minor in a different field of engineering or science; this provides depth and breadth. The school offers master's degrees in chemical engineering, civil engineering, electrical engineering and mechanical engineering.

**Admission Procedure** Please refer to the “Application and Admission Information” section, page 9.

### GENERAL REQUIREMENTS

Applicants are expected to have a superior undergraduate record and to have given evidence of ability for independent work. Students are accepted on an academically competitive basis subject to the availability of an adviser and of suitable available facilities. Undergraduate students are not guaranteed admission to the graduate program.

**Cooper Union Undergraduates** To be considered for admission to the master's program, one must be a currently enrolled Cooper Union undergraduate, with a minimum 3.0 grade point average according to the major.

Students should consult the respective departments regarding specific policies or requirements for admission into the graduate program.

**Graduates of Other Colleges** The School of Engineering may admit outstanding students or qualified practicing professionals, on a tuition basis, into the master's degree programs. To be considered for admission, a student should have completed an engineering baccalaureate program that is accredited by the Accreditation Board for Engineering and Technology (ABET). Applicants must submit official transcripts. Graduates of foreign institutions whose native language is not English are required to submit scores of the Test of English as a Foreign Language (TOEFL). Admitted students may be required to register for advanced engineering courses to make up for any deficiencies.

**Time Limitation** A maximum of two years are allowed to complete the master's degree, beginning with admission to the program. Any extension beyond the two years must be approved, and is subject to a maintenance of matriculation fee of \$3,000 per semester.

### DEGREE REQUIREMENTS

**Credit Requirements** A minimum of 30 credits beyond the baccalaureate degree must be completed at The Cooper Union (in addition to possible undergraduate deficiencies). Of these, not more than six credits may be undergraduate-level courses. The 30 credits offered for the degree must satisfy the following distribution:

	Credits
<b>The major</b>	<b>minimum 12</b>
A coherent concentration of graduate-level courses in the chosen field, which must include courses approved by the adviser(s). (A planned course of study must be submitted for approval by the dean's office.)	
<b>The minor</b>	<b>minimum 12</b>
A concentration in an area of engineering other than the chosen major.	
<b>Thesis project</b>	<b>6</b>
<b>Total Credits</b>	<b>30</b>

**Grade Requirement** A minimum overall grade point average of 3.0 is needed in all courses used to satisfy the 30 credit master's degree requirement.

**Appropriate Excess Credits Taken as an Undergraduate** For Cooper Union baccalaureate holders, any credits of appropriate level, taken as undergraduates in excess of their bachelor's degree requirement, may be applied to the master's degree, subject to the above requirements and advisory approval.

**Time Limitation** The requirements for the master of engineering program must be completed within two years of admission except for extraordinary circumstances that require the express consent of the dean or associate dean of engineering. Requests for such extension must be presented in writing to the Office of the Dean in the final semester of the second year. Thesis adviser's approval is also required. Master's students who receive approval to extend their studies beyond two years will be assessed a maintenance of matriculation fee of \$3,000 per semester.

**Program of Study** A complete program of study, major as well as minor, is designed by the student with the assistance and approval of the academic adviser(s) and approved by the Office of the Dean of Engineering.

**Minors** Minor concentrations are offered in accordance with faculty interests and school resources. Courses in engineering and science are chosen to form an innovative and coherent program of study for a minor with the approval of the department and faculty adviser(s).

#### **Thesis/Project**

- Each student is required to submit a thesis or project in the major or the minor area of study, equivalent to a maximum of six credits (400 level), for partial fulfillment of the master of engineering requirements. This project must be discussed with and approved by an adviser prior to being started.
- The thesis or project must be successfully presented orally by the student and submitted in written form.

**Fellowships** One source of funding available to students wishing to pursue graduate study in engineering is the Enders Fund, governed by the will of Henry C. Enders and administered by the New York Community Trust. This fellowship is available to engineering graduates of The Cooper Union who plan to do graduate work in either chemistry, chemical engineering, chemistry-based environmental engineering or chemistry-based bioengineering and, who have satisfactorily completed all of the chemistry courses required of Cooper Union chemical engineering graduates. Recipients are selected by the joint faculties of chemistry and chemical engineering.

## **HONORS AND SPECIAL PROGRAMS**

**Dean's List** The Office of Admissions and Records determines a Dean's List twice a year, at the end of each semester, on the basis of the record of the completed grade in every subject at the official end of the grading period. To qualify, a student must have a 3.5 or better semester grade point average for a study program of at least 12 credits during that semester with no grade lower than **C** and no grades of Incomplete (**I**).\*

**Course Overload** An overload in the first year consists of a credit total greater than the standard load for that semester in a student's respective program. A student having a grade point average of 3.0 or better may elect to take an overload of one course in any given semester. In all other cases of overload, approval of the student's academic adviser(s) and the written approval of the dean/associate dean of engineering must be obtained. Overload beyond 21.5 credits also requires the written permission of the dean/associate dean and no overload is permitted for students with a prior semester G.P.A. of less than 3.0 or a cumulative G.P.A. of less than 3.0. Requests for overloads must be submitted to the dean/associate dean during the add period of that semester, and only after all grades from the previous semester(s) have been entered.

**Graduation with Honors** Each graduating senior in the School of Engineering who has achieved an overall cumulative rating of 3.8 or higher is awarded the degree with the notation summa cum laude. Magna cum laude requires a G.P.A. of 3.7 or higher and cum laude requires at least a 3.5 G.P.A.

**Curricular Transfers** Students wishing to change their course of study should first discuss their interests with the current adviser(s) in both the current and the new speciality areas. Transfer is at the discretion of the dean's office and the receiving department. It may be affected by the student's grades and availability of program resources. Students who request a change in major must consult with the policies of the department they wish to transfer into. It becomes effective when the required petition form, approved by the dean or associate dean of engineering, has been delivered to the Office of Admissions and Records. First-year students may not change their area of study until the end of the year when two semesters' grades are available. A G.P.A. of 3.0 or better is required for approval to transfer curriculum.

\* Students may petition the dean/associate for reconsideration in the Dean's List after the Incomplete (I) has been made up.

**Transfer Credit** Students, at their own expense, desiring to register for courses at another institution for transfer credit to The Cooper Union must have appropriate advance approval. For courses in mathematics, sciences or engineering, this approval is to be obtained from:

- the department responsible for the course at The Cooper Union and
- the dean or associate dean of engineering.

For liberal arts courses, approval is to be obtained from the dean of Humanities and Social Sciences. In order that transfer credits from another school be accepted, a grade of **B\*** or better is required. An exception may be granted in special circumstances only upon formal appeal to the Academic Standards Committee.

**Transfer credit is never granted for paid summer internships or work experience or paid or unpaid research.**

**Pre-Medical, Pre-Law or Pre-Business Studies** Upon completion of the engineering degree, some graduates may decide to attend medical, dental, business or law school. Most of the prerequisites for such a course of action are offered at The Cooper Union. For medical school or dentistry, students are advised to take one year of organic chemistry and one year of biology. For law or business, additional economics, political science and professional ethics courses are useful. Students should consult their adviser(s).

**Study Abroad** The Cooper Union offers suitably qualified, approved students the opportunity to participate in research programs at various foreign universities during the summer. For example, students have attended universities in England, Ireland, Scotland, Australia, Hong Kong, Germany, China, Japan, Italy, Spain, Ghana and France. Cooper Union credit (up to six credits at the 300 level) is granted upon successful completion of the research work, presentation of a written report and its approval by the Office of the Dean. Applications are available in the dean's office in mid-January. (Students on probation are ineligible for this program). Credit is only allowable for exchange programs authorized by The Cooper Union School of Engineering.

**Professional Development** Mastering the technical aspects of an engineering field is only part of being a successful engineer. There are many other areas that go toward building and continuing a professional career.

The School of Engineering has established the **Aba and Leja Lefkowitz Center for Professional Development** to strengthen the non-technical attributes required of its engineering undergraduates. The program provides a range of experiences and training through a zero-credit course of seminars and workshops under course number ESC000.1-000.4 with a PASS/FAIL grade. Successful completion of the course is based solely on attendance, which is mandatory for engineering freshmen and sophomores.

Because this is a zero-credit course, failure to attend the seminars or workshops will not affect a student's GPA, his or her ability to graduate or inclusion on the Dean's List. However, full attendance of a semester's seminars and workshops will result in a note on the transcript stating: "ESC000.X Engineering Professional Development Seminars and Workshops—Successfully Completed."

The course is designed to introduce students to the profession of engineering, as well as aspects of their professional development. The Cooper Union's **CONNECT** (*Cooper's Own No Nonsense Engineering Communication Training*) program is an integral part of this course and provides intensive training in communication skills and awareness of the importance of effective communication in engineering. Additionally, a wide range of topics are covered in ESC000 including ethics, environmental awareness, lifelong learning, career development, interpersonal skills, workplace issues, professional societies, professional licensure, teamwork skills, etc. These topics are dealt with using methods such as case studies, role-playing and interactive activities—"learning by doing." In addition, guest professionals, experts and alumni participate where appropriate.

These experiences help to make students aware of the importance of the non-technical skills needed for professional success. The course introduces engineering students to a number of the topics required for student outcomes (a–k) by ABET. Through this program students are given significant help in easing the transition into the workplace and ensuring success.

### **Engineering Advisory Council**

The School of Engineering is advised in key engineering issues, such as leadership, ethics, communication skills, entrepreneurship and corporate responsibility, by its Advisory Council, which is comprised of company presidents, C.E.O.s, Nobel Laureates, engineers, physicians, attorneys and other business and professional experts. The council meets annually with faculty and students to discuss important issues in engineering education. In addition, the Technology Transfer Advisory Committee is made up of appropriate individuals to advise students and faculty about issues such as patents, commercialization of inventions, entrepreneurship, etc.

\*A grade of B- cannot be transferred

## ACADEMIC STANDARDS AND REGULATIONS

### Academic Integrity

Faculty at Cooper Union are committed to preserving an environment that challenges every student to realize his or her potential. You are expected to provide your best effort and will be supported to produce original work of the highest caliber. Plagiarism is the presentation of another person's "work product" (ideas, words, equations, computer code, graphics, lab data, etc.) as one's own. Whether done intentionally or unintentionally, plagiarism will not be tolerated in the School of Engineering.

There are many types of plagiarism, some of which are listed below. (The list is not exhaustive. Speak with the appropriate faculty member or the dean or associate dean of engineering if you are uncertain as to what constitutes ethical conduct in a particular situation.)

You are plagiarizing if:

- You present as your own work product a homework assignment, a take-home exam or a class project that includes the efforts of other individuals. The contributions of other individuals (if permitted by your instructor) must be acknowledged in writing on the submitted assignment, exam or project.
- You copy the work of other students on an in-class examination or communicate with other individuals in any fashion during an exam.
- You submit as part of a homework assignment, take-home exam or class project material that has been copied from any source (including, but not limited to, a reference book, periodical, the Internet) without properly citing the source, and/or without using quotation marks. It is also prohibited to submit such materials in a minimally altered form without proper attribution. Improperly copied material might include text, graphics (computer or otherwise), computer source code, etc.

Other prohibited acts of academic dishonesty include (but are not limited to):

- Attempting to obtain a copy of an examination before it is administered.
- Dishonesty in dealing with a faculty member or a dean, such as misrepresenting the statements of another faculty member.
- Bringing notes into an examination when forbidden to do so.
- Bringing any device into an examination (computer/ smart-phone/calculator), which permits the retrieval of examination-related materials unless expressly permitted by the instructor.
- Bringing any device into an examination that allows communication with other individuals or computers or computer databases unless expressly permitted by the instructor.

Faculty members may not unilaterally resolve incidents of academic dishonesty. Each faculty member is required to report all cases of plagiarism or academic dishonesty to the engineering dean's office on an Academic Integrity Incident form. If documentary evidence of the incident exists, it should be attached to the form. The dean's office, in consultation with the faculty member and the student, will select from the following sanctions: a grade of **F** for the assignment, a grade of **F** for the course or dismissal of the student from the school. A record of all incident forms will be kept in the dean's office and second-time offenders are candidates for dismissal from the school. Students who are dismissed because of academic dishonesty should be aware that incident reports and any responsive actions by the dean's office or Academic Standards Committee become part of their permanent record.

### Sexual or Racial Harassment

Such behavior will not be tolerated. Incidents should be reported immediately. Students should see the dean or associate dean, and also the dean of students as soon as possible.

### Code of Conduct

Students are required to read and abide by *The Code of Conduct* published by the Office of Student Services.



## GRADES OF RECORD

The definitions below deal with the student's attainment in the formal work of the subject. Nevertheless, it should be understood that such essential qualities as integrity, adherence to class regulations, enthusiasm, motivation, clarity in presentation of work and sense of obligation, together with ability to use the English language correctly and intelligibly, are reflected in the grade. The course grade is assigned by the instructor in conformity with definitions indicated in this section.

The grade **A** indicates a superior and comprehensive grasp of the principles of the subject. It denotes an ability to think quickly and with originality toward the solution of difficult problems.

The grade **B** indicates evidence of a good degree of familiarity with the principles involved in the subject. It implies less originality and a tendency to hold to patterns of thought presented in the formal subject matter.

The grade **C** indicates an average knowledge of the principles involved in the subject and a fair performance in solving problems involving these principles. This grade implies average ability to apply the principles to original problems.

The grade **D** indicates a minimum workable knowledge of the principles involved in the subject. This grade denotes low achievement and therefore the number of such grades permitted any student is limited in a manner prescribed by the section on Scholastic Standards.

The grade **F** indicates an unsatisfactory understanding of the subject matter involved. A grade of **F** may be made up only by repeating the subject in class; both the new grade and the new credits and the original grade and credits are included in the permanent record and in the grade point average. A student who receives an **F** grade in a repeated course is a candidate for dismissal by the school's Academic Standards Committee.

**The Incomplete (I) Grade** The designation of **I** indicates that the work of the course has not been completed and that assignment of a grade and credit has been postponed. This designation will be given only in cases of illness (confirmed by authorized physician's letter) or of other documented extraordinary circumstances beyond the student's control. The **I** designation will be given only with the approval of the dean or associate dean of engineering. At the time of submission of an **I** designation, the instructor will indicate whether the student's progress to that point has been satisfactory or unsatisfactory, offering an estimation of grades whenever possible as a means of assisting the Academic Standards Committee in their deliberations.

The deadline for removal of an **I** designation will be determined by the instructor, but will not be later than six weeks after the start of the spring semester for students who receive such a designation in the fall semester and not later than one week after the start of the fall semester for students who receive such a designation in the spring semester. If the **I** is not removed within the set time limit, either by completing the work in the subject or by passing a re-examination, the **I** will automatically and irrevocably become an **F** unless the dean or associate dean of engineering, in consultation with the instructor, extends the time or the student withdraws from the school.

**Grade Point Average or Ratings** To determine academic ratings, numerical equivalents are assigned to grades as follows: **A** is represented by 4, **B** by 3, **C** by 2, **D** by 1 and **F** by 0. The sum of the products of credits attempted and grade equivalents earned in a period at The Cooper Union, divided by the sum of credits for that period, is the rating for that period.

Only Cooper Union grades of **A, B, C, D** and **F** will be used in determining ratings. Grades from other colleges and other designations such as **I** and **W** are not used in Cooper Union ratings.

**Grade Changes** A change in an official grade of record, other than the designation **I**, cannot be made by the dean of Admissions and Records without the express consent of the dean or associate dean of engineering. Grade changes will not be accepted after one year has elapsed from the completion of the course.

**Final Examinations** Final examinations are held in most subjects, except in cases when content does not lend itself to formal examination, such as laboratory or project work. In certain other subjects, the class record may be ample for determining student standing. The decision on giving a final examination in a given subject is made by the instructor.

### ACADEMIC PROBATION, WITHDRAWAL AND DISMISSAL

Probation is the consequence of unsatisfactory scholarship. It is a warning that may involve a compulsory reduction of academic load, interviews with an assigned adviser and additional academic counseling. A student on academic probation must fulfill conditions as prescribed by the Academic Standards Committee.

- A student whose semester grade point average is 1.5 and below is on automatic probation and is a candidate for dismissal by the committee.
- A student whose semester grade point average falls between 1.6 and 2.0 is on automatic probation. Two semesters of automatic probation may cause the student to be a candidate for dismissal by the committee. These semesters need not be consecutive.
- Estimates of grades in subjects with **I** designations may be included in all committee deliberations.
- Students who fail to register will have their records annotated: "Dropped: Failure to Register."
- For information about leaves of absence, please refer to pages 24–25.
- The records of all students will be reviewed by the associate dean of engineering for recommendations to the Academic Standards Committee for appropriate action at any point in the student's career.
- Students may be required to withdraw or resign from The Cooper Union based on a single semester's academic performance, a cumulative GPA lower than 2.0, and/or infractions of the academic integrity policies.
- The Academic Standards Committee reserves the right to determine probation and/or dismissal at any point in the student's career for appropriate academic issues.
- Students who believe that a modification of their status should be made because of extenuating circumstances may petition, in writing, the Academic Standards Committee.

### CHANGE OF PROGRAM

**Adding a Course** A student is permitted to add a course only during the first week of a semester, during the drop/add period, and only with the adviser's approval.

Adding a course after the drop/add period is not permitted even if the student has been attending the class.

**Dropping a Course** A student may drop a course during the first week of the semester, during the drop/add period, with the adviser's approval.

A course dropped during the first week of the semester will be deleted from the transcript.

**Withdrawing from a Course** A student anticipating inability to continue an assigned program should immediately see his or her adviser. A student's program may be adjusted at the discretion of and after conferring with the adviser and the dean or associate dean of engineering, but only in cases where scholastic performance is impaired by conditions beyond the control of the student, such as health or home conditions. After the drop/add period a student may withdraw from a course through the eighth week of the semester. A grade of **W** will appear on the transcript. A student who stops attending a course without permission of the instructor and the dean or associate dean will receive a grade of **WU**; however, the instructor is free to record a grade of **F** in such a case.

A student may lighten his or her academic load and receive a **W** grade after the eighth week of classes only with the approval of the course instructor, the adviser, and the dean or associate dean. It is the policy of the faculty and the Office of the Dean not to approve any withdrawal after the eighth week of classes except under extreme, extenuating circumstances.

A student is not permitted to drop or withdraw from a course if doing so would impede satisfactory progress towards the degree.

**Repeating a Course** When a course is repeated (due to failure or any other reason), the grade earned each time the course was repeated is calculated into the G.P.A.

## COURSE DESIGNATION

The designation of a course offered in the School of Engineering uses an alphabetical prefix and a three-digit numbering system. The first digit usually denotes:

- (1, 2)** lower level undergraduate courses,
- (3)** advanced undergraduate courses and
- (4)** graduate courses.

### Course Prefix

Biology	Bio
Chemical Engineering	ChE
Chemistry	Ch
Civil Engineering	CE
Computer Science	CS
Electrical Engineering	ECE
Engineering Sciences	ESC
Interdisciplinary Engineering	EID
Mathematics	Ma
Mechanical Engineering	ME
Physics	Ph

*Students should consult official class schedules for courses offered in a given semester. There is no assurance that a course listed in this catalog will be given every year.*

*Be advised that each school at The Cooper Union offers certain electives that are open to all students; consult each school's course listing.*

*Unless otherwise indicated, credit listings are for single semesters.*

*Courses are not generally offered in the summer.*

### Definitions

- A *free elective* is any course (for which a student is qualified) given within The Cooper Union. Foreign language courses do not count as free electives.
- The status *advanced engineering elective* is to be determined by the adviser(s) and the Office of the Dean. Normally, such courses will require prerequisites and are usually taken by juniors, seniors or graduate students.
- A *core elective* is defined as any course required in either the first, second or third year of the CE, ChE, EE or ME programs.
- A minimum of 12 credits of engineering electives must be at an advanced level.

# DEPARTMENTS AND PROGRAMS

## CHEMICAL ENGINEERING

### FACULTY

Brazinsky, Davis, Lepek, Okorafor, Stock (chair)

### Mission Statement

The Cooper Union's Department of Chemical Engineering is committed to the development and graduation of engineering professionals. The department will promote student learning and understanding of science and engineering fundamentals and guide and encourage the application of this knowledge to the ethical, professional practice of chemical engineering. This will be undertaken in an environment that is responsive to new technologies and that encourages lifelong learning and research.

### Program Objectives

- Our graduates will attain professional careers where they apply their abilities to solve problems and meet challenges in engineering and non-engineering fields.
- Our graduates will join professional societies and/or attain professional licensure.
- Our graduates will grasp the concept of lifelong learning and appreciate the continuing development of new technologies and issues in the professional field.
- Our graduates will transition easily into their professional careers and demonstrate success in that role.
- Those graduates who pursue graduate studies and research at The Cooper Union and/or other institutions will have the necessary technical background, support and preparation to succeed.

The education of the chemical engineer requires a strong foundation in chemistry and physics, which must be applied through the medium of mathematics to the solution of design, modeling, scale-up and control problems. A thorough knowledge is required of chemical structures, together with the energetic and kinetic relationships predicted in chemical reactions and molecular transport. The chemical engineer deals with the application of these principles to processes carried out on a variety of scales from micro-reactors to an industrial scale, in which matter undergoes changes in physical state, chemical composition or energy content. Emphasis is placed on developing creative ability; facts and theories are presented primarily to stimulate further thought and study in all fields of chemical engineering.

Formal instruction is supplemented by visits to several plants and companies where the contribution of engineers can be observed and understood with respect to equipment, utilities, safety, costs, environmental impact, labor and supervision. The students get first-hand experience in the chemical engineering laboratory in applying engineering analysis to equipment performance, and in learning limitations of theoretical concepts. In the senior year, the student learns how to design chemical plants from fundamental data on new processes and to recognize areas of limited knowledge from the results of the design, and thus recommend pilot plant studies, if necessary.

Chemical engineering graduates find employment in a wide variety of areas. In addition to the chemical and petroleum industries, chemical engineers are involved heavily in the biomedical, materials and environmental fields. A chemical engineering education can also be easily applied to other interdisciplinary areas such as biochemical and biomedical engineering, energy resources, environmental engineering and materials science. As a result, chemical engineers are also finding employment in non-industrial institutions such as government, research think-tanks, policy study groups and even publishing companies.

The chemical engineering department does not make use of the 12-credit rule; see “Course Substitutions and Credits” under “Bachelor of Engineering Curriculum.”

### Minors

A minor can be obtained by a student in chemical engineering taking any four (4) classes in one of the fields below. The courses listed are examples currently in The Cooper Union catalog. Note that some may require prerequisites or permission of the instructor. Additionally, note that it will not be necessary to obtain a minor in any field in order to graduate with a bachelor of engineering in chemical engineering.

### Environmental Engineering

ChE 340/Industrial Waste Treatment, CE 141/Environmental Systems Engineering, CE 142/Water Resources Engineering (also EID 142), CE 346/Hydraulic Engineering, EID 141/Air Pollution Control Systems, CE 414/Solid Waste Management, CE 435/Geo-Environmental Engineering (also EID 435), CE 440/Industrial Waste Treatment Design, CE 441/Water and Wastewater Technology, CE 446/Pollution Prevention or Minimization, CE 447/Stream and Estuary Pollution, CE 449/Hazardous Waste Management, Che 447/Sustainability and Pollution Prevention.

### Biomedical Engineering

ECE 343/Bio-instrumentation and Sensing, EID 121/Biotransport Phenomena, EID 122/Biomaterials, EID 123/Biosystems and Instrumentation, EID 124/Bioengineering in Safety Design and Injury Analysis and Prevention, EID 125/Biomechanics, EID 320/Special Topics in Bioengineering, EID 325/Science and Application of Bioengineering Technology, EID 326/Ergonomics, EID327/Tissue Engineering, Ch 340/Biochemistry (also Bio 102), Bio 101/Molecular and Cellular Biology, ECE 422/Selected Topics in Embedded Systems, ME 421/Rehabilitation Engineering (also EID 421), ME 423/Measurement of Human Performance (also EID 423), EID 424/Bioengineering Applications in Sports Medicine, Ch 440/Biochemistry II.

### Energy Engineering

ME 130/Advanced Thermodynamics, ME 131/Energetics (also EID 131), ME 133/Air-Conditioning, Heating and Refrigeration (also EID 133), ME 330/Advanced Engine Concepts, ME 334/Combustion (also EID 334), ChE 421/Advanced Chemical Reaction Engineering, ChE 430/Thermodynamics of Special Systems, ChE 434/Special Topics in Combustion (also ME 434), ChE 435/Transport Processes in Internal Combustion Engines (also ME 435), ECE 422/Selected topics in Embedded Systems, Ph 462/Nuclear Physics.

### Applied Chemical Technology

ChE 311/Introduction to Polymer Technology, ME 313/Science of Materials for Engineering Design (also EID 313), ME 314/Introduction to Composite Materials (also EID 314), Ch 364/Solid State Chemistry, Ph 319/Introductory Quantum and Solid State Physics, ChE 411/Polymer Technology and Engineering, ME 410/Materials, Manufacturing Process (also EID 410), ChE 421/Advanced Chemical Reaction Engineering

**Note:** You will be given a letter by the chemical engineering department certifying that you have completed a minor.

### Graduate Program

In addition to advanced courses in chemical engineering and other areas, the student must complete a thesis for the M.E. degree. The candidate must choose a full-time Cooper Union faculty member from either the chemistry or chemical engineering department as one of his or her thesis advisers. Before choosing a thesis topic, however, the student should explore various professors' research interests. Research interests of chemical engineering faculty members include non-Newtonian flow, crystal growth from high-temperature melts, polymer extrusion, heat and mass transfer with change of phase, drag coefficients in dense phase transport,

construction of a database of engineering materials, mathematical modeling of bio-heat transfer in micro-circulation, mathematical modeling of whole-body heat transfer, analysis of oxygen transport in the cardiovascular system and an integrated gasification process for the simultaneous disposal of sludge and garbage with concomitant production of steam and electricity, biochemical separation, protein-purification, environmental engineering and mathematical modeling, evaluation of sustainability, batch process design and optimization, pollution prevention and mitigation, infinite linear programming, particle technology, multiphase flow and fluidization, pharmaceutical engineering and processes, nano-materials and energy systems and processes.

### Chemical Engineering Program

<b>Freshman Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ESC000.1 Professional Development Seminar	0
Ma 110 Introduction to Linear Algebra	2
Ma 111 Calculus I	4
Ch 110 General Chemistry	3
EID 101 Engineering Design and Problem Solving	3
CS 102 Introduction to Computer Science	3
HSS 1 Literary Forms and Expressions	3
<b>Total Credits Fall Semester</b>	<b>18</b>
<i>Spring Semester:</i>	
ESC000.2 Professional Development Seminar	0
Ma 113 Calculus II	4
Ph 112 Physics I: Mechanics	4
Ch 111 General Chemistry Laboratory	1.5
Ch 160 Physical Principles of Chemistry	3
HSS 2 Texts and Contexts: Old Worlds and New	3
<b>Total Credits Spring Semester</b>	<b>15.5</b>
<b>Sophomore Year</b>	
<i>Fall Semester:</i>	
ESC000.3 Professional Development Seminar	0
ESC 170 Energy and Material Balances	3
Ma 223 Vector Calculus	2
Ma 224 Probability	2
Ph 213 Physics II: Electromagnetic Phenomena	4
Ph 291 Introductory Physics Laboratory	1.5
Ch 231 Organic Chemistry I	3
HSS 3 The Making of Modern Society	3
<b>Total Credits Fall Semester</b>	<b>18.5</b>

### *Spring Semester:*

ESC000.4 Professional Development Seminar	0
Ma 240 Ordinary and Partial Differential Equations	3
Ph 214 Physics III: Optics and Modern Physics	3
Ch 232 Organic Chemistry II	2
Ch 233 Organic Chemistry Laboratory	2
ESC 130.1 Chemical Engineering Thermodynamics	3
HSS 4 The Modern Context: Figures and Topics	3
<b>Total Credits Spring Semester</b>	<b>16</b>

### **Junior Year** **Credits**

<i>Fall Semester:</i>	
ESC 121 Basic Principles of Electrical Engineering	2
Ch 251 Instrumental Analysis Laboratory	2
Ch 261 Physical Chemistry I	3
ChE 131 Advanced Chemical Engineering Thermodynamics	3
ESC 140 Fluid Mechanics and Flow Systems	3
Engineering Elective	3
<b>Total Credits Fall Semester</b>	<b>16</b>
<i>Spring Semester:</i>	
Ch 262 Physical Chemistry II	2
ChE 121 Chemical Reaction Engineering	3
ChE 141 Heat and Mass Transfer	4
ChE 151 Process Simulation and Mathematical Techniques for Chemical Engineers	3
Engineering or Science Elective	3
Free Elective	3
<b>Total Credits Spring Semester</b>	<b>18</b>

### **Senior Year** **Credits**

<i>Fall Semester:</i>	
ChE 162.1 Chemical Engineering Laboratory I	1.5
ChE 161.1 Process Evaluation and Chemical Systems Design I	3
ChE 142 Separation Process Principles	3
ChE 152 Chemical Process Dynamics and Control	3
Engineering or Science Elective	3
Humanities/Social Sciences Elective	3
<b>Total Credits Fall Semester</b>	<b>16.5</b>
<i>Spring Semester:</i>	
ChE 162.2 Chemical Engineering Laboratory II	1.5
ChE 161.2 Process Evaluation and Chemical Systems Design II	3
ESC 110.1 Materials Science for Chemical Engineers	3
Engineering or Science Elective	3
Free Elective	3
Humanities/Social Sciences Elective	3
<b>Total Credits Spring Semester</b>	<b>16.5</b>

**Total credits required for degree** **135**

## CIVIL ENGINEERING

### FACULTY

J. Ahmad (Chair), Cataldo, Guido, Tzavelis, Yapijakis

### Mission Statement

To prepare our students as civil engineering professionals who will have the depth and breadth of knowledge, sense of social and ethical responsibility, commitment to a safe environment and a desire to serve society in leadership positions.

### Program Objectives

- Our civil engineering graduates will engage in lifelong learning to stay abreast of the latest body of knowledge and professional practices in civil engineering and allied disciplines throughout their careers.
- Our graduates will excel in teamwork, interdisciplinary concepts, organizational skills and problem-solving methodologies in their professional careers.
- Our graduates will attain positions of leadership as professional practitioners, government officials, academicians, inventors, researchers, etc., during their professional careers.
- Our graduates will have a strong sense of commitment to excellence, independent thinking, innovation and modern professional practices throughout their careers.
- Our graduates will have a strong commitment to professional and ethical responsibility during their careers.
- Our graduates who pursue careers in engineering will seek and successfully achieve professional licensure in their chosen fields.

### Student Outcomes

The Civil Engineering Department has established the following set of outcomes that our undergraduate students are expected to achieve by the time of graduation:

1. An ability to apply knowledge of mathematics, science and engineering
2. An ability to design and conduct experiments, as well as to analyze and interpret data
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
4. An ability to function on multidisciplinary teams
5. An ability to identify, formulate, and solve engineering problems
6. An understanding of professional and ethical responsibility
7. An ability to communicate effectively

8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. A recognition of the need for, and an ability to engage in life-long learning
10. A knowledge of contemporary issues
11. An ability to use the techniques, skills and modern engineering tools necessary for engineering practice
12. A broad fundamental knowledge to qualify for and pass the New York State FE Exam administered in April of the year of their graduation.

### Program description

Civil engineering, earliest of the engineering professions, has evolved into a broad spectrum of specialities: structural, geotechnical, hydraulic, environmental, transportation, urban planning, construction management, sustainable design, urban security and infrastructure rehabilitation. Depending on his or her interests and abilities, the modern civil engineer also may become involved in research, design and development related to projects in alternative energy sources, space structures, protection against natural and man-made disasters, etc. The civil engineer also studies and develops new materials, new structural systems and new strategies for optimizing design. Basic research, especially in the areas of applied and experimental mechanics, often arises either as a preliminary or adjunct requisite to these studies.

The civil engineer who wishes to practice creatively in any of these fields must be thoroughly grounded in the basic sciences, mathematics and applied mechanics, structures and structural mechanics, engineering sciences and computer applications.

Members of the civil engineering faculty are actively engaged in research in their specialities, which include modern advances in structural engineering and materials, geotechnical engineering, alternative energy sources, green design of buildings, water pollution control technologies, water resources engineering and urban security.

Within the civil engineering program, students may elect to pursue specialized study through an appropriate choice of electives in two areas:

- Structural and Geotechnical Engineering
- Water Resources and Environmental

Graduate level courses in these areas are available to seniors with superior academic records as indicated in the following lists:

**Structures and Geotechnical Engineering:** CE 422, CE 425, CE 426, CE 427, CE 428, CE 431, CE 432, CE 433, CE 434, CE 450, CE 470.

**Water Resources and Environmental Engineering:** CE 414, CE 440, CE 441, CE 442, CE 443, CE 444, CE 445, CE 446, CE 447, CE 448, CE 449.

### Graduate Program

Completion of the master of engineering degree program in civil engineering is important for entry into the profession in any of the specialized areas discussed above. The civil engineering department offers many graduate level courses in the cited areas, such as structural engineering and environmental engineering. Graduate minors may include computer engineering, civil engineering management and others. Also recognized are minors in interdisciplinary areas of engineering.

### Civil Engineering Program

Freshman Year	Credits
<i>Fall Semester:</i>	
ESC000.1 Professional Development Seminar	0
Ma 110 Introduction to Linear Algebra	2
Ma 111 Calculus I	4
Ch 110 General Chemistry	3
EID 101 Engineering Design and Problem Solving	3
CS 102 Introduction to Computer Science	3
HSS 1 Literary Forms and Expressions	3
Total credits fall semester	18
<i>Spring Semester:</i>	
ESC000.2 Professional Development Seminar	0
Ma 113 Calculus II	4
Ph 112 Physics I: Mechanics	4
Ch 111 General Chemistry Laboratory	1.5
Ch 160 Physical Principles of Chemistry	3
HSS 2 Texts and Contexts: Old Worlds and New	3
Total credits spring semester	15.5
<b>Sophomore Year</b>	
<i>Fall Semester:</i>	
ESC000.3 Professional Development Seminar	0
Ma 223 Vector Calculus	2
Ma 224 Probability	2
Ph 213 Physics II: Electromagnetic Phenomena	4
Ph 291 Introductory Physics Laboratory	1.5
ESC 100 Engineering Mechanics	3
ESC 110 Materials Science	3
HSS 3 The Making of Modern Society	3
Total credits fall semester	18.5

### Spring Semester:

ESC000.4 Professional Development Seminar	0
ESC 120 Principles of Electrical Engineering	3
Ma 240 Ordinary and Partial Differential Equations	3
Ph 214 Physics III: Optics and Modern Physics	3
ESC 101 Solid Mechanics	3
CE 120 Fundamentals of Civil Engineering	3
HSS 4 The Modern Context: Figures and Topics	3
Total credits spring semester	18

### Junior Year

### Credits

#### *Fall Semester:*

CE 121 Structural Engineering	4.5
CE 141 Environmental Systems Engineering	4.5
ESC 130 Engineering Thermodynamics	3
ESC 140 Fluid Mechanics and Flow Systems	3
Humanities/Social Sciences Elective	3
Total credits fall semester	18

#### *Spring Semester:*

CE 122 Structural Engineering II	3
CE 131 Introduction to Geotechnical Engineering	4.5
CE 142 Water Resources Engineering	4.5
CE 341 Design of Steel Structures	3
Humanities/Social Sciences Elective	3
Total credits spring semester	18

### Senior Year

### Credits

#### *Fall Semester:*

CE 342 Design of Reinforced Concrete Structures	3
CE 351 Urban Transportation Planning	3
CE 363 Civil Engineering Design I	3
Engineering or Science Electives	6
Total credits fall semester	15

#### *Spring Semester:*

CE 361 Civil Engineering Experimental Projects	2
CE 364 Civil Engineering Design II	3
Engineering or Science Electives	9
Total credits spring semester	14

### Total credits required for degree

**135**

## ELECTRICAL ENGINEERING

### FACULTY

Ahmad, Cumberbatch, Fontaine (Chair), Keene, Kirtman, Sable

### Mission Statement

To develop a highly trained, consummate engineer: able to lead, to practice in a professional manner, to grow with technological advances, to express himself or herself in written and in oral form, to function as a project engineer immediately upon graduation and to pursue graduate studies in a variety of professional fields.

### Program Objectives

Each of our electrical engineering graduates:

- will be capable of functioning as a first-class project engineer,
- will have exceptional technical knowledge and professional design skills,
- will be capable of professional-level written and oral expression,
- will be capable of demonstrating leadership skills and
- will be open-minded and receptive to new ideas and viewpoints, with a commitment to excellence, independent thinking, research, lifelong learning, innovation and the use of the latest technologies and modern professional practices throughout his or her career.

### Program description

Basic courses in electrical circuits and signal processing (or computer systems or computer engineering), along with core mathematics, science and humanities courses, are taken in the freshman and sophomore years. Students may then elect to pursue study through an appropriate choice of electives in three areas:

- Electronic Systems and Materials
- Signal Processing and Communications
- Computer Engineering

Students plan their electives with the assistance of a faculty adviser to specialize in areas of interest and to obtain a well-rounded and diverse educational experience. By the senior year, strong students are encouraged to take graduate-level electives beyond the requirements of the bachelor's degree as part of an integrated five-year master's program.

The curriculum interweaves strong theory, grounded in mathematics and science, with extensive use of CAD tools and practical projects. Team and individual projects begin in the freshman year and culminate with year-long senior projects.

All laboratory courses, and many recitation courses, are project based. By the time students commence their senior projects, they perform open-ended system design, implementation and testing, cost analysis and prepare written and oral presentations. They act as project managers under the guidance of a faculty adviser.

There are numerous research and independent study opportunities involving close work with faculty and practicing professionals on cutting-edge problems.

### Graduate Program

The candidate must choose a full-time Cooper Union faculty member from the electrical engineering department as one of his or her advisers. Possible areas of concentration or thesis topics are numerous and reflect the diverse interests of the faculty. Some examples are digital signal processing, image and video processing, biomedical engineering, wireless communications, computer networks, machine learning, mapping algorithms to architecture, advanced computing and simulation methodology, electronic materials, integrated circuit engineering and sustainable engineering. Thesis topics that are research-oriented or targeted towards commercial application are particularly encouraged.

### Web Site

The Electrical Engineering program maintains a website at [ee.cooper.edu](http://ee.cooper.edu).



**Electronic Systems and Materials Track  
in Electrical Engineering  
(for students admitted prior to September 2010)**

<b>Freshman Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ESC000.1 Professional Development Seminar	0
Ma 110 Introduction to Linear Algebra	2
Ma 111 Calculus I	4
Ch 110 General Chemistry	3
EID 101 Engineering Design and Problem Solving	3
CS 102 Introduction to Computer Science	3
HSS 1 Literary Forms and Expressions	3
<b>Total Credits Fall Semester</b>	<b>18</b>
<i>Spring Semester:</i>	
ESC000.2 Professional Development Seminar	0
Ma 113 Calculus II	4
Ph 112 Physics I: Mechanics	4
ECE 150 Digital Logic Design	3
Ch 111 General Chemistry Laboratory	1.5
Ch 160 Physical Principles of Chemistry	3
HSS 2 Texts and Contexts: Old Worlds and New	3
<b>Total Credits Spring Semester</b>	<b>18.5</b>
<b>Sophomore Year</b>	
<i>Fall Semester:</i>	
ESC000.3 Professional Development Seminar	0
ECE 141 Circuit & Electronics I	3
Ma 223 Vector Calculus	2
Ma 240 Ordinary and Partial Differential Equations	3
Ph 213 Physics II: Electromagnetic Phenomena	4
Ph 291 Introductory Physics Laboratory	1.5
HSS 3 The Making of Modern Society	3
<b>Total Credits Fall Semester</b>	<b>16.5</b>
<i>Spring Semester:</i>	
ESC000.4 Professional Development Seminar	0
ECE 110 MATLAB Seminar: Signals and Systems	0
ECE 111 Signal Processing & Systems Analysis	3
ECE 131 Solid State Materials	3
ECE 151 Computer Architecture	3
Ma 224 Probability	2
Ph 214 Physics III: Modern Physics	3
HSS 4 The Modern Context: Figures and Topics	3
<b>Total Credits Spring Semester</b>	<b>17</b>

<b>Junior Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ECE 101 Communication Theory	3
ECE 114 Digital Signal Processing	3
ECE 121 Control Systems	3
ECE 142 Electronics II	3
ECE 193 Electrical & Computer Engineering Projects I	1.5
Ma 326 Linear Algebra	3
Humanities/Social Sciences Elective	3
<b>Total Credits Fall Semester</b>	<b>19.5</b>
<i>Spring Semester:</i>	
ECE 103 Communication Networks	3
ECE 135 Engineering Electromagnetics	4
ECE 194 Electrical & Computer Engineering Projects II	4
ECE 341 Integrated Circuit Design	3
Humanities/Social Sciences Elective	3
<b>Total Credits Spring Semester</b>	<b>17</b>
<b>Senior Year</b>	
<i>Fall Semester:</i>	
ECE 195 Electrical & Computer Engineering Projects III	4
Non-technical Elective	3
Engineering or Science Electives	7
<b>Total Credits Fall Semester</b>	<b>13</b>
<i>Spring Semester:</i>	
ECE 196 Electrical & Computer Engineering Projects IV	3
Non-technical Elective	3
Engineering or Science Electives	8.5
<b>Total Credits Spring Semester</b>	<b>14.5</b>
<b>Total credits required for degree</b>	<b>135</b>

**Signal Processing and Communications Track  
in Electrical Engineering  
(for students admitted September 2010 and later)**

<b>Freshman Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ESC000.1 Professional Development Seminar	0
Ma 110 Introduction to Linear Algebra	2
Ma 111 Calculus I	4
Ch 110 General Chemistry	3
EID 101 Engineering Design and Problem Solving	3
CS 102 Introduction to Computer Science	3
HSS 1 Literary Forms and Expressions	3
<b>Total Credits Fall Semester</b>	<b>18</b>
<i>Spring Semester:</i>	
ESC000.2 Professional Development Seminar	0
Ma 113 Calculus II	4
Ph 112 Physics I: Mechanics	4
ECE 150 Digital Logic Design	3
Ch 111 General Chemistry Laboratory	1.5
Ch 160 Physical Principles of Chemistry	3
HSS 2 Texts and Contexts: Old Worlds and New	3
<b>Total Credits Spring Semester</b>	<b>18.5</b>
<b>Sophomore Year</b>	
<b>Credits</b>	
<i>Fall Semester:</i>	
ESC000.3 Professional Development Seminar	0
ECE 140 Circuit Analysis	3
Ma 223 Vector Calculus	2
Ma 240 Ordinary and Partial Differential Equations	3
Ph 213 Physics II: Electromagnetic Phenomena	4
Ph 291 Introductory Physics Laboratory	1.5
HSS 3 The Making of Modern Society	3
<b>Total Credits Fall Semester</b>	<b>16.5</b>
<i>Spring Semester:</i>	
ESC000.4 Professional Development Seminar	0
ECE 110 MATLAB Seminar: Signals and Systems	0
ECE 111 Signal Processing & Systems Analysis	3
ECE 141 Electronics I	3
ECE 151 Computer Architecture	3
Ma 224 Probability	2
Ph 214 Physics III: Modern Physics	3
HSS 4 The Modern Context: Figures and Topics	3
<b>Total Credits Spring Semester</b>	<b>17</b>

<b>Junior Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ECE 101 Communication Theory	3
ECE 114 Digital Signal Processing	3
ECE 121 Control Systems	3
ECE 142 Electronics II	3
ECE 193 Electrical & Computer Engineering Projects I	1.5
Ma 326 Linear Algebra	3
Humanities/Social Sciences Elective	3
<b>Total Credits Fall Semester</b>	<b>19.5</b>
<i>Spring Semester:</i>	
ECE 103 Communication Networks	3
ECE 135 Engineering Electromagnetics	4
ECE 194 Electrical & Computer Engineering Projects II	4
ECE 302 Probability Models & Stochastic Processes	3
Humanities/Social Sciences Elective	3
<b>Total Credits Spring Semester</b>	<b>17</b>
<b>Senior Year</b>	
<b>Credits</b>	
<i>Fall Semester:</i>	
ECE 195 Electrical & Computer Engineering Projects III	4
Non-technical Elective	3
Engineering or Science Electives	7
<b>Total Credits Fall Semester</b>	<b>13</b>
<i>Spring Semester:</i>	
ECE 196 Electrical & Computer Engineering Projects IV	3
Non-technical Elective	3
Engineering or Science Electives	8.5
<b>Total Credits Spring Semester</b>	<b>14.5</b>
<b>Total credits required for degree</b>	<b>135</b>

### Computer Engineering Track in Electrical Engineering (for students admitted prior to September 2010)

First Year	Credits
<i>Fall Semester:</i>	
ESC000.1 Professional Development Seminar	0
Ma 110 Introduction to Linear Algebra	2
Ma 111 Calculus I	4
Ch 110 General Chemistry	3
EID 101 Engineering Design and Problem Solving	3
CS 102 Introduction to Computer Science	3
HSS 1 Literary Forms and Expressions	3
<b>Total Credits Fall Semester</b>	<b>18</b>
<i>Spring Semester:</i>	
ESC000.2 Professional Development Seminar	0
Ma 113 Calculus II	4
Ph 112 Physics I: Mechanics	4
ECE 150 Digital Logic Design	3
Ch 111 General Chemistry Laboratory	1.5
Ch 160 Physical Principles of Chemistry	3
HSS 2 Texts and Contexts: Old Worlds and New	3
<b>Total Credits Spring Semester</b>	<b>18.5</b>
<b>Sophomore Year</b>	
<i>Fall Semester:</i>	
ESC000.3 Professional Development Seminar	0
ECE 140 Circuit Analysis	3
ECE 161 Programming Languages	3
Ma 223 Vector Calculus	2
Ma 240 Ordinary and Partial Differential Equations	3
Ph 213 Physics II: Electromagnetic Phenomena	4
Ph 291 Introductory Physics Laboratory	1.5
HSS 3 The Making of Modern Society	3
<b>Total Credits Fall Semester</b>	<b>19.5</b>
<i>Spring Semester:</i>	
ESC000.4 Professional Development Seminar	0
ECE 110 MATLAB Seminar: Signals and Systems	0
ECE 111 Signal Processing & Systems Analysis	3
ECE 141 Electronics I	3
ECE 151 Computer Architecture	3
ECE 164 Data Structures and Algorithms I	2
Ma 224 Probability	2
Ph 214 Physics III: Modern Physics	3
HSS 4 The Modern Context: Figures and Topics	3
<b>Total Credits Spring Semester</b>	<b>19</b>

Junior Year	Credits
<i>Fall Semester:</i>	
ECE 101 Communication Theory	3
ECE 114 Digital Signal Processing	3
ECE 142 Electronics II	3
ECE 165 Data Structures and Algorithms II	2
ECE 193 Electrical & Computer Engineering Projects I	1.5
Ma 352 Discrete Mathematics	3
Humanities/Social Sciences Elective	3
<b>Total Credits Fall Semester</b>	<b>18.5</b>
<i>Spring Semester:</i>	
ECE 103 Communication Networks	3
ECE 194 Electrical & Computer Engineering Projects II	4
ECE 302 Probability Models & Stochastic Processes	3
ECE 361 Software Engineering & Large System Design	3
Humanities/Social Sciences Elective	3
<b>Total Credits Spring Semester</b>	<b>16</b>
<b>Senior Year</b>	
<i>Fall Semester:</i>	
ECE 195 Electrical & Computer Engineering Projects III	4
Non-technical Elective	3
Engineering or Science Electives	6
<b>Total Credits Fall Semester</b>	<b>13</b>
<i>Spring Semester:</i>	
ECE 196 Electrical & Computer Engineering Projects IV	3
Non-technical Elective	3
Engineering or Science Electives	6.5
<b>Total Credits Spring Semester</b>	<b>12.5</b>
<b>Total credits required for degree</b>	<b>135</b>

**Electronic Systems and Materials Track  
in Electrical Engineering  
(for students admitted September 2010 and later)**

<b>Freshman Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ESC000.1 Professional Development Seminar	0
Ma 110 Introduction to Linear Algebra	2
Ma 111 Calculus I	4
Ch 110 General Chemistry	3
EID 101 Engineering Design and Problem Solving	3
CS 102 Introduction to Computer Science	3
HSS 1 Literary Forms and Expressions	3
<b>Total Credits Fall Semester</b>	<b>18</b>
<i>Spring Semester:</i>	
ESC000.2 Professional Development Seminar	0
Ma 113 Calculus II	4
Ph 112 Physics I: Mechanics	4
ECE 150 Digital Logic Design	3
Ch 111 General Chemistry Laboratory	1.5
Ch 160 Physical Principles of Chemistry	3
HSS 2 Texts and Contexts: Old Worlds and New	3
<b>Total Credits Spring Semester</b>	<b>18.5</b>
<b>Sophomore Year</b>	
<i>Fall Semester:</i>	
ESC000.3 Professional Development Seminar	0
ECE 140 Circuit Analysis	3
Ma 223 Vector Calculus	2
Ma 240 Ordinary and Partial Differential Equations	3
Ph 213 Physics II: Electromagnetic Phenomena	4
Ph 291 Introductory Physics Laboratory	1.5
HSS 3 The Making of Modern Society	3
<b>Total Credits Fall Semester</b>	<b>16.5</b>
<i>Spring Semester:</i>	
ESC000.4 Professional Development Seminar	0
ECE 110 MATLAB Seminar: Signals and Systems	0
ECE 111 Signal Processing & Systems Analysis	3
ECE 141 Electronics I	3
ECE 151 Computer Architecture	3
Ma 224 Probability	2
Ph 214 Physics III: Modern Physics	3
HSS 4 The Modern Context: Figures and Topics	3
<b>Total Credits Spring Semester</b>	<b>17</b>

<b>Junior Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ECE 101 Communication Theory	3
ECE 114 Digital Signal Processing	3
ECE 121 Control Systems	3
ECE 142 Electronics II	3
ECE 193 Electrical & Computer Engineering Projects I	1.5
Ma 326 Linear Algebra	3
Humanities/Social Sciences Elective	3
<b>Total Credits Fall Semester</b>	<b>19.5</b>
<i>Spring Semester:</i>	
ECE 103 Communication Networks	3
ECE 135 Engineering Electromagnetics	4
ECE 194 Electrical & Computer Engineering Projects II	4
ECE 341 Integrated Circuit Design	3
Humanities/Social Sciences Elective	3
<b>Total Credits Spring Semester</b>	<b>17</b>
<b>Senior Year</b>	
<i>Fall Semester:</i>	
ECE 195 Electrical & Computer Engineering Projects III	4
Non-technical Elective	3
Engineering or Science Electives	7
<b>Total Credits Fall Semester</b>	<b>13</b>
<i>Spring Semester:</i>	
ECE 196 Electrical & Computer Engineering Projects IV	3
Non-technical Elective	3
Engineering or Science Electives	8.5
<b>Total Credits Spring Semester</b>	<b>14.5</b>
<b>Total credits required for degree</b>	<b>135</b>

**Signal Processing and Communications Track  
in Electrical Engineering  
(for students admitted prior to September 2010)**

<b>Freshman Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ESC000.1 Professional Development Seminar	0
Ma 110 Introduction to Linear Algebra	2
Ma 111 Calculus I	4
Ch 110 General Chemistry	3
EID 101 Engineering Design and Problem Solving	3
CS 102 Introduction to Computer Science	3
HSS 1 Literary Forms and Expressions	3
<b>Total Credits Fall Semester</b>	<b>18</b>
<i>Spring Semester:</i>	
ESC000.2 Professional Development Seminar	0
Ma 113 Calculus II	4
Ph 112 Physics I: Mechanics	4
ECE 150 Digital Logic Design	3
Ch 111 General Chemistry Laboratory	1.5
Ch 160 Physical Principles of Chemistry	3
HSS 2 Texts and Contexts: Old Worlds and New	3
<b>Total Credits Spring Semester</b>	<b>18.5</b>
<b>Sophomore Year</b>	
<b>Credits</b>	
<i>Fall Semester:</i>	
ESC000.3 Professional Development Seminar	0
ECE 141 Circuits & Electronics I	3
Ma 223 Vector Calculus	2
Ma 240 Ordinary and Partial Differential Equations	3
Ph 213 Physics II: Electromagnetic Phenomena	4
Ph 291 Introductory Physics Laboratory	1.5
HSS 3 The Making of Modern Society	3
<b>Total Credits Fall Semester</b>	<b>16.5</b>
<i>Spring Semester:</i>	
ESC000.4 Professional Development Seminar	0
ECE 110 MATLAB Seminar: Signals and Systems	0
ECE 111 Signal Processing & Systems Analysis	3
ECE 131 Solid State Materials	3
ECE 151 Computer Architecture	3
Ma 224 Probability	2
Ph 214 Physics III: Modern Physics	3
HSS 4 The Modern Context: Figures and Topics	3
<b>Total Credits Spring Semester</b>	<b>17</b>

<b>Junior Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ECE 101 Communication Theory	3
ECE 114 Digital Signal Processing	3
ECE 121 Control Systems	3
ECE 142 Circuits and Electronics II	3
ECE 193 Electrical & Computer Engineering Projects I	1.5
Ma 326 Linear Algebra	3
Humanities/Social Sciences Elective	3
<b>Total Credits Fall Semester</b>	<b>19.5</b>
<i>Spring Semester:</i>	
ECE 103 Communication Networks	3
ECE 135 Engineering Electromagnetics	4
ECE 194 Electrical & Computer Engineering Projects II	4
ECE 302 Probability Models & Stochastic Processes	3
Humanities/Social Sciences Elective	3
<b>Total Credits Spring Semester</b>	<b>17</b>
<b>Senior Year</b>	
<b>Credits</b>	
<i>Fall Semester:</i>	
ECE 195 Electrical & Computer Engineering Projects III	4
Non-technical Elective	3
Engineering or Science Electives	7
<b>Total Credits Fall Semester</b>	<b>13</b>
<i>Spring Semester:</i>	
ECE 196 Electrical & Computer Engineering Projects IV	3
Non-technical Elective	3
Engineering or Science Electives	8.5
<b>Total Credits Spring Semester</b>	<b>14.5</b>
<b>Total credits required for degree</b>	<b>135</b>

### Computer Engineering Track in Electrical Engineering (for students admitted September 2010 and later)

First Year	Credits
<i>Fall Semester:</i>	
ESC000.1 Professional Development Seminar	0
Ma 110 Introduction to Linear Algebra	2
Ma 111 Calculus I	4
Ch 110 General Chemistry	3
EID 101 Engineering Design and Problem Solving	3
CS 102 Introduction to Computer Science	3
HSS 1 Literary Forms and Expressions	3
<b>Total Credits Fall Semester</b>	<b>18</b>
<i>Spring Semester:</i>	
ESC000.2 Professional Development Seminar	0
Ma 113 Calculus II	4
Ph 112 Physics I: Mechanics	4
ECE 150 Digital Logic Design	3
Ch 111 General Chemistry Laboratory	1.5
Ch 160 Physical Principles of Chemistry	3
HSS 2 Texts and Contexts: Old Worlds and New	3
<b>Total Credits Spring Semester</b>	<b>18.5</b>
<b>Sophomore Year</b>	
<i>Fall Semester:</i>	
ESC000.3 Professional Development Seminar	0
ECE 140 Circuit Analysis	3
ECE 161 Programming Languages	3
Ma 223 Vector Calculus	2
Ma 240 Ordinary and Partial Differential Equations	3
Ph 213 Physics II: Electromagnetic Phenomena	4
Ph 291 Introductory Physics Laboratory	1.5
HSS 3 The Making of Modern Society	3
<b>Total Credits Fall Semester</b>	<b>19.5</b>
<i>Spring Semester:</i>	
ESC000.4 Professional Development Seminar	0
ECE 110 MATLAB Seminar: Signals and Systems	0
ECE 111 Signal Processing & Systems Analysis	3
ECE 141 Electronics I	3
ECE 151 Computer Architecture	3
ECE 164 Data Structures and Algorithms I	2
Ma 224 Probability	2
Ph 214 Physics III: Modern Physics	3
HSS 4 The Modern Context: Figures and Topics	3
<b>Total Credits Spring Semester</b>	<b>19</b>

Junior Year	Credits
<i>Fall Semester:</i>	
ECE 101 Communication Theory	3
ECE 114 Digital Signal Processing	3
ECE 142 Electronics II	3
ECE 165 Data Structures and Algorithms II	2
ECE 193 Electrical & Computer Engineering Projects I	1.5
Ma 352 Discrete Mathematics	3
Humanities/Social Sciences Elective	3
<b>Total Credits Fall Semester</b>	<b>18.5</b>
<i>Spring Semester:</i>	
ECE 103 Communication Networks	3
ECE 194 Electrical & Computer Engineering Projects II	4
ECE 302 Probability Models & Stochastic Processes	3
ECE 361 Software Engineering & Large System Design	3
Humanities/Social Sciences Elective	3
<b>Total Credits Spring Semester</b>	<b>16</b>
<b>Senior Year</b>	
<i>Fall Semester:</i>	
ECE 195 Electrical & Computer Engineering Projects III	4
Non-technical Elective	3
Engineering or Science Electives	6
<b>Total Credits Fall Semester</b>	<b>13</b>
<i>Spring Semester:</i>	
ECE 196 Electrical & Computer Engineering Projects IV	3
Non-technical Elective	3
Engineering or Science Electives	6.5
<b>Total Credits Spring Semester</b>	<b>12.5</b>
<b>Total credits required for degree</b>	<b>135</b>

## MECHANICAL ENGINEERING

### FACULTY

Baglione, Delagrammatikas, Lima, Sidebotham,  
Wei (chair), Wootton

### Mission Statement

The Cooper Union's Department of Mechanical Engineering will produce broadly- and rigorously-educated graduates, able to practice professionally, pursue advanced studies and innovate in a wide range of fields. Together with our faculty and staff, our students will develop a commitment toward lifelong interdisciplinary learning, fulfill their potential for responsible leadership and inspire others to continuously pursue excellence by example.

### Program Objectives

Our graduates will

- apply their broad and rigorous education to responsible, interdisciplinary problem solving,
- communicate clearly and effectively in their chosen professions and
- continue to learn and educate themselves in their fields of pursuit.

### Program description

Mechanical engineering is concerned with the devices and phenomena related to the generation, transmission, application and control of power. Mechanical engineering grew up with the Industrial Revolution and is today the broadest of the engineering disciplines, encompassing many activities and fields of interest. Mechanical engineers may be involved with research and development, design, manufacturing, sales, application and service, administration and management, as well as teaching and consulting. Fields of interest include solid mechanics, materials, fluid mechanics, vibrations and acoustics, heat transfer and thermodynamics, combustion, control systems, manufacturing, CAD/CAM and robotics or combinations of these as is often the case in the design and development work of complex projects. (Examples: the space shuttle, the investigation of alternate energy from renewable resources, the development of completely automated factories, robotics and biomedical engineering systems.) At the Albert Nerken School of Engineering, the mechanical engineering faculty and students have been, and continue to be, involved in these and other exciting new developments through their project work, research work or consulting.

Mechanical engineering is an ideal foundation for careers in the aerospace industry, ocean engineering, marine engineering, biomedical engineering, the automobile industry, the power and utility industries and virtually any area of activity that requires analytical abilities combined with a strong background in design practice.

The sequences of courses shown in the undergraduate curriculum table emphasize the fundamental engineering sciences as well as their applications in a computer environment and professional design practice. By the selection of electives and of their design and research projects, students have a large degree of flexibility in exploring their own interests.

### Graduate Program

Areas of research include computer-aided design and engineering, robotics, biomedical engineering, automotive systems, mechatronics, thermoelectric power generation, vibrations and acoustics, combustion and other interdisciplinary areas of engineering.

**Mechanical Engineering Program**

<b>Freshman Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ESC000.1 Professional Development Seminar	0
Ma 110 Introduction to Linear Algebra	2
Ma 111 Calculus I	4
Ch 110 General Chemistry	3
EID 101 Engineering Design and Problem Solving	3
CS 102 Introduction to Computer Science	3
HSS 1 Literary Forms and Expressions	3
<b>Total Credits Fall Semester</b>	<b>18</b>

<i>Spring Semester:</i>	
ESC000.2 Professional Development Seminar	0
Ma 113 Calculus II	4
Ph 112 Physics I: Mechanics	4
EID 103 Principles of Design	3
Ch 111 General Chemistry Laboratory	1.5
Ch 160 Physical Principles of Chemistry	3
HSS 2 Texts and Contexts: Old Worlds and New	3
<b>Total Credits Spring Semester</b>	<b>18.5</b>

<b>Sophomore Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ESC000.3 Professional Development Seminar	0
Ma 223 Vector Calculus	2
Ma 240 Ordinary and Partial Differential Equation	3
Ph 213 Physics II: Electromagnetic Phenomena	4
Ph 291 Introductory Physics Laboratory	1.5
ESC 100 Engineering Mechanics	3
ESC 110 Materials Science	3
HSS 3 The Making of Modern Society	3
<b>Total Credits Fall Semester</b>	<b>19.5</b>

<i>Spring Semester:</i>	
ESC000.4 Professional Development Seminar	0
ESC 121 Basic Principles of Electrical Engineering	2
Ma 224 Probability	2
Ph 214 Physics III: Optics and Modern Physics	3
ESC 101 Mechanics of Materials	3
ESC 161 Systems Engineering	3
ME 155 Design and Prototyping	2
HSS 4 The Modern Context: Figures and Topics	3
<b>Total Credits Spring Semester</b>	<b>18</b>

<b>Junior Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ESC 130 Engineering Thermodynamics	3
ESC 140 Fluid Mechanics & Flow Systems	3
ME 100 Stress and Applied Elasticity	3
ME 151 Feedback Control Systems	3
Engineering or Science Elective	3
Humanities/Social Sciences Elective <sup>1</sup>	3
<b>Total Credits Fall Semester</b>	<b>18</b>

<i>Spring Semester:</i>	
ME 101 Mechanical Vibrations	3
ME 130 Advanced Thermodynamics	3
ME 142 Heat Transfer	3
ME 160 Engineering Experimentation	3
Engineering or Science Elective	3
Humanities/Social Sciences Elective	3
<b>Total Credits Spring Semester</b>	<b>18</b>

<b>Senior Year</b>	<b>Credits</b>
<i>Fall Semester:</i>	
ME 120 Design Elements	3
or	
ME 141 Fundamentals of Aerodynamics	
ME 163 Mechanical Engineering Projects	3
ME 312 Manufacturing Engineering	3
Free Electives	4
<b>Total Credits Fall Semester</b>	<b>13</b>

<i>Spring Semester:</i>	
ME 164 Capstone Senior Mechanical Engineering Design	3
ME 320 Mechanical Design	3
or	
ME 300 Space Dynamics	
Free Electives <sup>2</sup>	6
<b>Total Credits Spring Semester</b>	<b>12</b>

**Total credits required for degree 135**

<sup>1</sup> Courses with prefix BIO, ChE, CE, CS, EE/ECE, ME, EID, ESC.

<sup>2</sup> Any course, except foreign languages, offered at The Cooper Union.



## NON-DEGREE DEPARTMENTS

### Chemistry

Faculty: Newmark (chair), Savizky, Topper

The Department of Chemistry offers a wide range of courses that are necessary for the understanding of the various engineering disciplines. All first-year engineering students enroll in General Chemistry (a general quantitative and descriptive overview of chemistry), Physical Principles of Chemistry (a quantitative discussion of chemical thermodynamics, electrochemistry and chemical kinetics) and General Chemistry Laboratory recording, report writing and safety).

Sophomore and junior level courses required for chemical engineering majors can also be taken as electives by those wishing to further their knowledge in the areas of analytical chemistry, biochemistry, organic chemistry, and physical chemistry.

In addition, advanced elective courses in biochemistry, inorganic chemistry and theoretical chemistry are available which are suitable for students interested in bioengineering, chemistry, materials engineering, nanotechnology, or pre-medical studies.

Research at the undergraduate and master's levels can be conducted under the supervision of the chemistry faculty. Interested students should meet with the department faculty to discuss possible research areas.

The Department operates laboratories in general chemistry, organic chemistry and instrumental analysis for instruction and research projects.

### Mathematics

Faculty: Agrawal (chair), Bailyn, Hopkins, Mintchev, Smyth, Vulakh

The primary responsibility of the Department of Mathematics is the maintenance and delivery of the core mathematics curriculum for the School of Engineering. This consists of a sequence of required courses given in the first two years covering calculus, linear algebra, probability, vector calculus and differential equations. In addition to the core courses, there are a variety of elective mathematics courses, some of which are computer-related. The mathematics curriculum will more than adequately prepare the student for professional work as well as graduate study in engineering and applied mathematics.

The faculty of mathematics strives to develop in the student a firm foundation in, and an appreciation of, the structure and methods of mathematics. Students interested in mathematics research should consult the chair for specific areas of expertise.

The department of mathematics offers a minor in mathematics.

Students seeking a minor in mathematics must complete at least 15 credits of mathematics coursework in addition to the 17 credits required by every engineering department. These additional credits must include Advanced Calculus I and II (Ma 350, 351), Linear Algebra (Ma 326), Modern Algebra (Ma 347) and an elective course in mathematics at or above the 300 level. An overall G.P.A., at graduation, of at least 3.0 among the mathematics portion (32 credits) of the program is required to obtain a minor in mathematics.

### Physics

Faculty: A. Wolf (chair)

The physics program at The Cooper Union provides a sequence of introductory courses devised to introduce students in engineering to fundamental physical concepts that underlie all the engineering disciplines. Additionally, the Physics Department offers elective courses that are crafted to provide an enhanced understanding of specially selected fields of interest in engineering science.

## COURSES

Students should consult official schedules for courses offered in a given semester. There is no assurance that a course listed in this catalog will be given every year.

Each school offers a range of elective courses that are open to all students; consult each school's course listing.

### Prefix Key

Course designations use an alphabetical prefix and a three-digit numbering system.

The first digit usually denotes:

- (1, 2) Lower level undergraduate
- (3) Advanced undergraduate
- (4) Graduate courses

<b>Bio</b>	Biology
<b>ChE</b>	Chemical Engineering
<b>Ch</b>	Chemistry
<b>CE</b>	Civil Engineering
<b>CS</b>	Computer Science
<b>ECE</b>	Electrical Engineering
<b>ESC</b>	Engineering Sciences
<b>EID</b>	Interdisciplinary Engineering
<b>Ma</b>	Mathematics
<b>ME</b>	Mechanical Engineering
<b>Ph</b>	Physics

## Chemical Engineering

### UNDERGRADUATE

#### ChE 121 Chemical Reaction Engineering

After consideration of chemical reaction kinetics and thermodynamics, the course focuses on the design relationships for batch, semi-batch, plug-flow and mixed reactors. The application of these design relationships is explored in ideal, isothermal, non-isothermal, adiabatic reactors. Homogeneous, heterogeneous and biological systems are discussed including the effect of transport phenomena on reaction rates and reactor design.

*3 credits. Prerequisites: ESC 170 and ESC 140*

#### ChE 131 Advanced Chemical Engineering Thermodynamics

Concept of fugacity in imperfect gases; chemical potential and partial molal properties in mixtures; Gibbs-Duhem Equation; ideal solutions of imperfect gas mixtures; the Lewis and Randall Rule; methods of calculating activity coefficients in non-ideal mixtures; vapor-liquid equilibria; checking thermodynamic consistency of vapor-liquid equilibrium data; equilibrium constant, enthalpy change and Gibbs free energy of formation in chemical reactions.

*3 credits. Prerequisite: ESC 130.1*

#### ChE 141 Heat and Mass Transfer

Introduction to heat and mass transfer. Steady-state and unsteady-state heat transfer. Steady-state and unsteady-state mass transfer. Interphase transport and transfer coefficients. Convective heat and mass transfer. Internal and external forced convection. Heat transfer equipment. Natural convection. Boiling and condensation. Radiation heat transfer.

*4 credits. Prerequisite: ESC 140.*

#### ChE 142 Separation Process Principles

Application of thermodynamic and transport concepts to the design of continuous-contact and staged mass transfer processes common in the chemical process industries. Separation by phase addition, phase creation, by barrier, by solid agent and by external field or gradient. Examination of the limitations of theory and empiricism in design practice.

*3 credits. Prerequisites: ChE 131 and ChE 141*

#### ChE 151 Process Simulation and Mathematical Techniques for Chemical Engineers

In this course computer-aided design is applied to chemical engineering problems in fluid flow, heat transfer, mass transfer and chemical reactor analysis. Topics include: matrices and determinants properties and special matrices, systems of linear equations and methods of solution by matrices, eigenvalues, eigenvectors and applications to least squares and stage processes. Steady and unsteady general diffusion equation, one- and two-dimensional heat transfer equation, Fourier series, Laplace and Z transforms and applications. Series and numerical solutions, Power, Bessel, Euler, Runge-Kutta, Milne, Finite differences approximations and Crank-Nicholson. Applications.

*3 credits. Prerequisite: ESC 140*

#### ChE 152 Chemical Process Dynamics and Control

Introduction to logic of process dynamics and principles of control in chemical engineering applications; block diagram notation, input disturbance, frequency response and stability criteria for chemical equipment and chemical reaction systems; single- and multiple-loop systems; phase plane analysis of reaction systems; application of analog computer in solution of problems.

*3 credits. Prerequisite: ChE 151*

#### ChE 161.1 Process Evaluation and Design I

The course uses design projects to explore process flow diagrams and initial equipment design estimates based on process and unit operation material and heat balances. Studies include equipment cost estimation methods that are developed into process economic evaluations and profitability analysis. The course concludes with process and equipment design using Simulation Science's PRO-View/PRO-II and an examination of optimization techniques.

*3 credits each. Prerequisites: ChE 141 and ChE 121*

#### ChE 161.2 Process Evaluation and Design II

This is a continuation of ChE 161.1, and is the "capstone design course" in chemical engineering. All aspects of chemical engineering are integrated in the design of a chemical process plant. The design process consists of flow-sheet development, equipment selection and sizing, utility requirements, instrumentation and control, economic analysis and formulation of safety procedures.

The plant design is carried out in class and includes the use of professional simulation packages. The AIChE project is included in this course.

*3 credits. Prerequisite: ChE 161.1*

#### ChE 162.1-162.2 Chemical Engineering Laboratory I & II

This laboratory course emphasizes the application of fundamentals and engineering to processing and unit operations. The experiments range from traditional engineering applications to new technologies and are designed to provide hands-on experiences that complement the theories and principles discussed in the classroom.

Preparation of detailed project reports and oral presentations are important components of this course.

*1.5 credits each. Prerequisite: ChE 121, ChE 141; corequisite: ChE 142*

#### ChE 311 Introduction to Polymer Technology

Introduction to the chemistry and physical status of polymer materials. Discussion on formation of polymers from corresponding monomers, emphasizing mechanisms and kinetics of various polymerization techniques. Measurements of average molecular weights and molecular weight distribution of polymers. Viscosity and rheology of polymer solutions and melts.

*3 credits. Prerequisite: permission of instructor*

#### ChE 321 Chemical Reactor Design

Design and analysis of chemical reactor systems; transport phenomena; reactor dynamics; design optimization; experimental techniques.

*3 credits. Prerequisite: ChE 121*

#### ChE 340 Industrial Waste Treatment

This course deals with the treatment of industrial waste streams. Topics include: sources of wastewater, characterization of industrial wastewater, BOD, COD, TOC, The OD, primary treatment by physical unit operations (coagulation and flocculation, sedimentation, flotation, thickeners, filtration, absorption,...), secondary treatment by unit processes (ion exchange, chlorination, de-chlorination,...); biological treatments (kinetics and reactor design, aerobic, anaerobic,...); industrial applications and municipal and government regulations. This course is 50 percent engineering science, 50 percent engineering design. The course also includes a research paper on an environmental topic.

*3 credits. Prerequisite: Ch 160*

**ChE 391 Research Problem I**

An elective course available to qualified and interested students recommended by the faculty. Students may select problems of particular interest in some aspect of theoretical or applied chemical engineering. Topics range from highly theoretical to completely practical, and each student is encouraged to do creative work on his or her own with faculty guidance. *3 credits. Prerequisite: senior standing*

**ChE 392 Research Problem II Continuation of ChE 391.**

*3 credits. Prerequisite: ChE 391*

**ChE 393 Research Problem 111 Continuation of ChE 392.**

*3 credits. Prerequisite: ChE 392*

**ChE 394 Research Problem IV Continuation of ChE 393.**

*3 credits. Prerequisite: ChE 393*

**GRADUATE****ChE 411 Polymer Technology and Engineering**

Structures and synthesis of Carbon-Carbon and heterogeneous chain polymers, mechanisms and kinetics of emulsion, condensation, ionic stereo-specific polymerizations. Rubber elasticity. Rheological and viscoelastic properties of polymers and polymer solutions. Survey and investigations of advanced topics are required.

*3 credits. Prerequisite: permission of instructor*

**ChE 421 Advanced Chemical Reaction Engineering**

Principles and practices of chemical reaction systems emphasizing heterogeneous chemical kinetics, coupled heat and mass transfer in reacting systems and reactor dynamics. Modeling and simulation of systems are extensively applied.

*3 credits. Prerequisite: ChE 121*

**ChE 430 Thermodynamics of Special Systems (same as EID and ME 430)**

*3 credits. Prerequisite: ChE 131*

**ChE 431 Advanced Chemical Engineering Thermodynamics and Molecular Theory**

Modern methods of applying thermodynamics and molecular physics to phase behavior of fluid mixtures, intermolecular forces and thermodynamic properties, molecular dynamic properties, molecular theory of gases and liquids, theories of liquid solutions and fluid mixtures at high pressures.

*3 credits. Prerequisite: ChE 131*

**ChE 434 Special Topics in Combustion (same as ME 434)**

*3 credits. Prerequisite: ME 334 or permission of instructor*

**ChE 435 Transport Processes in Internal Combustion Engines (same as ME 435)**

*3 credits. Prerequisite: permission of instructor*

**ChE 440 Advanced Fluid Mechanics (same as EID 440 and ME 440)**

Introduction to the energy equation. Steady and transient heat transfer by conduction. Convective heat transfer. Energy transport in flowing media. Free convection. Conservation of species equation. Fick's law of binary diffusion. Mass transfer with simultaneous homogeneous or heterogeneous reaction. Multicomponent heat and mass transfer. Stefan-Maxwell equations for multicomponent diffusion. Simultaneous heat and mass transfer. Transport in electrolyte solutions. Special topics may include: membrane separation processes, drug delivery and controlled release, turbulent heat and mass transfer, boundary layer heat and mass transfer, and chemically reacting flows.

*3 credits. Prerequisite: ESC 140*

**ChE 441 Advanced Heat and Mass Transfer (same as EID 441)**

*3 credits. Prerequisite: ChE440 or ME 440 or EID 440*

**ChE 445 Particle Technology**

Introduction to particle technology and multiphase flow. Particle properties and characterization. Granular materials and flow. Gas-solid flows. Flow through packed beds. Fluidization. Gas-solid separations. Slurry transport. Pneumatic transport. Powders and bulk solids. Mixing and segregation. Particle size reduction and enlargement. Aerosol dynamics. Industrial petrochemical and pharmaceutical processes: fluid catalytic cracking, gas cyclones, hoppers, granulation, coating.

*3 credits. Prerequisite: ESC 140*

**ChE 447 Sustainability and Pollution Prevention (same as EID 447)**

The first part of this course discusses in detail a methodology for defining and assessing the sustainability of an entity. The course then proceeds with more traditional topics in pollution prevention for chemical processes, outlining concepts on the macroscale, (life-cycle assessment) and mesoscale (pollution prevention for unit operations). By the end of this course, you should be able to use a fuzzy-logic-based methodology to define and assess sustainability, perform a sensitivity analysis which identifies the most critical components of sustainability for a given corporation, perform a life-cycle assessment on a product or process; identify and apply chemical process design methods for waste minimization, energy efficiency, and minimal environmental impact and design, size, and cost a simple waste-treatment process.

*3 credits. Prerequisite: permission of instructor*

**ChE 452 Chemical Process Optimization**

Various algorithms of optimization techniques are introduced. Methods covered include both analytical and numerical approaches. Applications to optimal reactor design. Optimal control of chemical process equipment performance is demonstrated. Solution by students of assigned optimization problems in chemical engineering on digital or analog computers is required.

*3 credits. Prerequisite: ChE 451*

**ChE 453 Digital Computer Process Control**

An introductory course in digital computer control. Topics discussed include basic mathematics of sampling data systems; control algorithms using transformation, direct digital control, supervisory control, application of the digital computer to advanced control and optimal control. Analog to digital and digital to analog conversions, acquisition of laboratory data and remote control of experimental equipment are also covered.

*3 credits. Prerequisite: ChE 152*

**ChE 454 Advanced Experimental Process Control**

Advanced experimental process control concepts and advanced digital computer control. Three-mode feed forward control of process variables including temperature, pressure, level and pH value. Feed forward, proportional and cascade controls of various process variables. Logic programmable control. Series communication control. Computer controls step change, single-in, single-out and transfer function evaluation. Computer data acquisition.

*3 credits. Prerequisite: ChE 152*

**ChE 460 Chemical Engineering Equipment Design**

The chemical engineer must develop, design and engineer both the complete process and the equipment used; choose the proper raw materials; operate the plant efficiently, safely and economically; and see to it that products meet the requirements set by the customer. Chemical engineering is both an art and a science. Whenever science helps the engineer to solve a problem, science should be used. When, as usually the case, science does not give a complete answer, it is necessary to use experience and judgement. The professional stature of an engineer depends on skill in utilizing all sources of information to reach practical solutions to processing problems. This course will concentrate specifically on the theoretical and practical principles of detailed equipment design for mass transfer, heat transfer and reaction operations. Attempts will be made to emphasize modern technologies used in these operations. Equipment covered will vary from year to year.

*3 credits. Prerequisite: permission of instructor*

**ChE 475 Pharmaceutical Engineering**

Introduction to pharmaceutical engineering. Overview of the pharmaceutical industry and drug discovery and development. Clinical trials, regulation, and validation. Scientific principles of dosage forms including solutions, disperse systems, dissolution, stability, and surface phenomena. Biopharmaceutical principles of drug delivery. Pharmacodynamics, pharmacokinetics, and biopharmaceuticals. Unit operations for solid and liquid dosage forms. Pharmaceutical plant design.

*3 credits. Prerequisites: ChE 121, ChE 142, and ChE 262, or permission of instructor*

**ChE 488 Convex Optimization Techniques (same as EID 488)**

This course discusses in detail different methods for the optimization of systems of engineering and economic interest using the techniques of linear and nonlinear programming. The focus is on convex optimization, which is the solution of problems with only one best cost, design, size etc. We will consider problems such as least squares, supply chain management, batch process networks, network flow, dynamic programming, portfolio optimization and other examples across all engineering disciplines. Students will learn about optimization theory and problem formulation, with some computational component. By the end of the course, students should be able to: create optimization problems from a physical situation, identify whether the problem can be solved or not, transform problems into equivalent forms, list optimality conditions for problems, find the dual of a problem and identify its relation to the primal, and use at least one method to solve a convex programming problem using a computer.

*3 credits. Prerequisites: ChE 151 or ESC 161, Ma 326 (co-enrollment is fine)*

**ChE 490 Process Synthesis**

This course provides a new basis for the design of integrated chemical processes. The ability to predict, at the outset, achievable design targets that have a sound scientific basis is fundamental to the approach. These targets relate to energy, capital and raw materials, costs and flexibility. Topics will include review of basic thermodynamic concepts, capital/energy trade-off, process integration—multiple utilities, process/utility interface, reactors and separators in the context of overall process—power optimization, design for flexibility, total sites layout, batch processes and process plant retrofit.

*3 credits. Prerequisites: ChE 161.1 and ChE 161.2 or permission of instructor*

**ChE 499 Thesis/Project**

Master's candidates are required to conduct, under the guidance of a faculty adviser, an original investigation of a problem in chemical engineering, individually or in a group, and to submit a written thesis describing the results of the work.

*6 credits for full year*

**Civil Engineering****UNDERGRADUATE****CE 120 Civil Engineering Fundamentals**

Planning, execution and interpretation of drawings and specifications for civil engineering projects. Sample drawings and specifications. Contractual requirements. Sample contracts. Permitting, scheduling and cost estimation. Basic operations of design and construction firms. Interface with other disciplines on civil engineering projects.

*3 credits. Prerequisite: EID 101*

**CE 121 Structural Engineering I**

Discussion of materials, loads and forms of structures. Analysis of determinate structures. Displacements of structures and their importance in applications. Experimental aspects of materials behavior in structural applications. Emphasis is placed on basic experimental techniques, design of experiments, selection and use of appropriate instrumentation and interpretation of results.

*4.5 credits (3 hours of lecture, 3 hours of laboratory).*

*Prerequisite: ESC 101*

**CE 122 Structural Engineering II**

Modern methods of structural analysis of indeterminate structures. Discussion of energy methods, force methods and displacement methods. Formulation of elementary matrix stiffness and flexibility methods. Computer applications in structural analysis.

*3 credits. Prerequisite: CE 121*

**CE 131 Introduction to Geotechnical Engineering**

Introduction to various indexing tests of soils, clay mineralogy, permeability, seepage and flow nets, stress distribution in soil masses, one-dimensional consolidation theory, strength characteristics of soils, application of Mohr's Circle to soil mechanics, stability of slopes.

*4.5 credits (3 hours of lecture, 3 hours of laboratory). Prerequisite: ESC 101;*

*prerequisite or corequisite: ESC 140*

**CE 141 Environmental Systems Engineering**

Qualitative and quantitative treatment of water and wastewater systems as related to domestic and industrial needs and their effect on the environment. Introduction to air pollution sources and control and solid/hazardous waste engineering. Design of water and wastewater treatment plants. Field and laboratory techniques for measurement of water quality parameters. Laboratory analysis of representative waters and wastewaters for commonly determined parameters as related to applications in water environment.

*4.5 credits (3 hours of lecture, 3 hours of laboratory). Prerequisite: ESC 140*

**CE 142 Water Resources Engineering (same as EID 142)**

Problems in conservation and utilization of water. Hydrologic techniques. Surface water and ground water supplies. Water transmission and distribution. Flood control, navigation and irrigation. Introduction to open channel flow and pipe networks. Design of hydraulic structures. Experimental aspects of hydraulic phenomenon. Emphasis is placed on basic experimental techniques, design of experiments, selection and use of appropriate instrumentation and interpretation of results.

*4.5 credits (3 hours of lecture, 3 hours of laboratory). Prerequisite: ESC 140*

**CE 331 Foundation Engineering**

Layout of subsurface investigation program, SPT (Standard Penetration Test), Dutch-cone penetrometer. Analysis and design of spread footings on cohesive and cohesionless soil by stability and settlement procedures, combined footings, strap footings, floating foundations and pile foundations. Settlement analysis due to deep-seated consolidation.

*3 credits. Prerequisite: CE 131*

**CE 332 Lateral Earth Pressures and Retaining Structures**

Introduction to classical lateral earth pressure theories (Rankine and Coulomb). Analysis and design of cantilever and gravity retaining walls, cantilevered and anchored sheetpile bulkheads, anchorage systems (individual and continuous deadmen, grouted tiebacks) and braced cofferdams. Gravity Wall Systems (Gabion Walls, Criblock Walls and Double Wall).

*3 credits. Prerequisite: CE 131*

**CE 341 Design of Steel Structures**

Study of behavior and design of structural steel components and their connections. Understanding and development of design requirements for safety and serviceability, as related to latest structural steel specifications by the American Institute of Steel Construction (A.I.S.C.). Current design emphasizing LRFD, fabrication and construction practices. Composite design.

*3 credits. Prerequisite: CE 121; corequisite: CE 122*

**CE 342 Design of Reinforced Concrete Structures**

Study of the behavior and design of structural concrete components and their connections. Understanding and development of design requirements for safety and serviceability, as related to latest specifications by the American Concrete Institute (A.C.I.). Current design, fabrication and construction practices. Introduction to prestressed concrete.

*3 credits. Prerequisite: CE 122*

**CE 346 Hydraulic Engineering**

An integration and application of the principles of fluid mechanics to problems concerned with water supply and distribution. Open channel flow and design of hydraulic structures.

*3 credits. Prerequisite: CE 142*

**CE 351 Urban Transportation Planning**

Historical background and evolution of current procedures used in the "urban transportation planning process." Covered are the historical framework, urban development theories, land use, trip generation, trip distribution models, traffic assignment techniques, modal split and introduction to urban transportation systems.

*3 credits. Prerequisite: permission of instructor*

**CE 352 Elements of Transportation Design**

Review of urban transportation planning process. Specific design elements of various highway and public transportation systems. Included are locational design, traffic service, environmental impact analyses, alternatives evaluation, geometric design elements, operations and capacity and level-of-service analysis. Also, selected topics in urban transportation systems.

*3 credits. Prerequisite: permission of instructor*

**CE 361 Civil Engineering Experimental Projects**

Exploratory experimental projects in materials, hydraulics, soils, environmental or other civil engineering specialties. Projects are conceived, designed and executed by groups of students under faculty supervision.

*2 credits. Prerequisite: permission of instructor. (Students are required to have taken introductory civil engineering subject(s) related to project)*

**CE 363 Civil Engineering Design I**

Individual or group design projects based upon the interests of the students and with the approval of the instructor. Final engineering reports and formal oral presentations are required for all projects. Lectures by faculty and professional practitioners cover the following topics: engineering, environmental and economic feasibility assessment issues; preparation of plans and specifications; cost estimates; progress chart and critical path; interfacing with community, etc. Field visits to major New York City projects under construction.

*3 credits. Prerequisite: permission of instructor. (Students are required to have taken introductory CE subject(s) related to project)*

**CE 364 Civil Engineering Design II**

Continuation of CE 363.

*3 credits. Prerequisite: CE 363*

**CE 369 Civil Engineering Project**

Individual design, research or experimental projects. Open only to well-qualified students.

*3 credits. Prerequisite: permission of instructor*

**CE/EID 390 Introduction to Sustainable Design**

Sustainable design minimizes the impact on the environment by site planning and design, energy and water conservation and interior environmental quality. This course will focus on the design of a prototype structure using sun, light, air, renewable materials, geological systems, hydrological systems and green roofing. Each student will develop a project outlined by the U.S. Green Building Council rating system known as LEED. The six areas that will be developed to design the project are: sustainable sites, water efficiency, energy and atmosphere, material and resources, indoor environmental quality and innovative design process. Class time is separated into a series of lectures, private consultations and student presentations.

*3 credits. Prerequisite: ESC 140, CE 122 or ME 100 and permission of instructor*

**CE 391 Laboratory Testing of Building Materials**

Laboratory testing of common building materials such as concrete, steel, and laminated glazing. Concrete mix design. Casting, curing and strength testing of concrete cylinders at 7, 21 and 28 days. Casting, curing and testing of a reinforced concrete beam for stress, strain and deflection. Casting, curing and strength testing of a reinforced concrete column. Deflection testing of a steel beam. Buckling of slender steel columns. Vibrations of a steel beam and a steel frame. Control of deflections through bracing and stiffeners. Impact testing of laminated glazing panels. The course will consist of 3-hr. weekly laboratory sessions for 15 weeks.

*3 credits. Prerequisite: This course is open to third-year architecture and third-year civil engineering students. Art students and engineering students of majors other than civil engineering require permission of instructor.*

**GRADUATE****CE 411 Introduction to Civil Engineering Management**

Overview of the civil engineering profession and the importance of infrastructure to society. The course will emphasize the planning, design, construction and maintenance of public works. New York City will serve as the laboratory for field visits and course projects.

*3 credits. Prerequisite: permission of instructor*

**CE 412 Stochastic Concepts in Civil Engineering**

Introduction to probabilistic methods and stochastic concepts in civil engineering. Elements of applied probability and statistics. Engineering applications involving economic decisions under uncertainty. Realistic and common civil engineering examples and problems in transportation, structures, materials, soils and water resources.

*3 credits. Prerequisites: Ma 224 and Ma 240*

**CE 414 Solid Waste Management**

Engineering aspects of solid waste collection, transport and disposal, including sanitary landfill design, incineration, composting, recovery and re-utilization of resources. Optimization techniques of facility-siting and collection route selection and economic evaluation of factors affecting selection of disposal methods.

*3 credits. Prerequisite: permission of instructor*

**CE 421 Matrix Methods of Structural Analysis**

In-depth treatment of matrix methods. Application to linear as well as nonlinear analysis of plane and space structures. Discussion of current techniques. Computer applications.

*3 credits. Prerequisites: CE 122 and Ma 240*

**CE 422 Finite Element Methods (same as EID 422)**

Shape functions and generalized displacements. Assemblage of elements. Convergence criteria. Triangular, rectangular and quadrilateral elements in plane stress and plane strain. Isoparametric formulations. General solids. Hexahedral and tetrahedral elements. Flexure in plates. General shells. Natural coordinates. Computer programs.

*3 credits. Prerequisite: CE 122 or ME 100*

**CE 424 Plates and Shells**

Discretized grid-work and grillage analysis by matrix techniques. Development of the classical thin plate theory. Mathematical and numerical solutions of the plate equation. Introduction to thin shell theory. Practical applications such as cylindrical shell roofs, spherical shell with an edge ring and various cases of shells of revolution.

*3 credits. Prerequisite: CE 122*

**CE 425/EID 425 Structural Dynamics**

Dynamic behavior and design of structures subjected to time-dependent loads. Included in the load systems are earthquakes, blasts, wind and vehicles. Shock spectra and pressure impulse curves. Special applications in blast mitigation design.

*3 credits. Prerequisite: CE 122*

**CE 426 Advanced Structural Design**

Discussion of principal design codes (AISC, ACI and AASHTO) as they relate to ASCE Standards, the International Building Code (IAC) and NYC Building codes. Advanced materials behavior. Strength and serviceability requirements. Design of composite girders and slabs. Limit state response and formation of plastic hinges in steel and concrete structures. Structural upgrade and retrofit of existing structures.

*3 credits. Prerequisite or corequisite: CE 341*

**CE 427 Behavior and Design of Prestressed Concrete Structures**

Behavior and design of prestressed members in flexure, shear, bond and torsion; continuous beams; columns; prestressed systems; loss of prestress. Emphasis is placed on ultimate strength design and the background of latest ACI code.

*3 credits. Prerequisite: CE 341*

**CE 428 Plastic Analysis and Design**

Limit analysis of beams and frames. Upper and lower bound theorems. Collapse loads and displacements. Applications to steel and concrete structures. Special applications in blast mitigation design.

*3 credits. Prerequisite: CE 341*

**CE 431 Advanced Foundation Engineering**

Analysis and design of foundations subjected to vibratory loading, beams on elastic foundation (vertical subgrade modulus), laterally loaded piles (with software applications), Wave Equation Analysis of Piles (with software application of WEAP).

*3 credits. Prerequisites: CE 131 and permission of instructor*

**CE 432 Special Topics in Lateral Earth Pressure and Retaining Structures**

Analysis and design of cellular cofferdams, reinforced earth-retaining structures, slurry walls and retaining structures subjected to earthquake loading, soil nailing.

*3 credits. Prerequisites: CE 131 and permission of instructor*

**CE 433 Advanced Topics in Geotechnical Engineering I**

Analysis of slopes using translatory slides and available software packages (PCSTABL). Ground improvement technologies: including dynamic compaction, grouting, ground freezing and reinforced earth technologies.

*3 credits. Prerequisite: permission of instructor*

**CE 434 Advanced Topics in Geotechnical Engineering II**

Stresses in homogeneous and layered systems due to surface and buried loads. Development of flow network concepts and the Terzaghi one-dimensional consolidation theory, secondary consolidation, site pre-loading, sand drains and prefabricated vertical drains.

*3 credits. Prerequisite: permission of instructor*

**CE 435 GeoEnvironmental Engineering (same as EID 435)**

*3 credits. Prerequisites: ESC 140, CE 141, CE 131 and permission of instructor*

**CE 437 Sustainability and Environmental Impact Association**

Forty years ago, when the world did not know the word sustainability, smart engineers were conducting environmental impact assessments of alternative designs and projects in order to select the best option for implementation. This course evaluates the methodologies and problems encountered and approaches to using environmental impacts (which include socio-economic impacts and beneficial impacts) in order to achieve smarter, more sustainable designs and development. Case studies will be presented and students will have to write a term paper.

*3 credits. Prerequisite: permission of instructor*

**CE 440 Industrial Waste Treatment Design**

Integrated lecture and design periods that cover the sources of industrial wastewaters, their quantities and characteristics, and their treatability by physical, chemical and biological processes. Status of regulations involving categorical standards, local and state industrial pretreatment programs, NPDES permits, etc. Problems and solutions involved in combining municipal and industrial waste treatment. Case studies.

*3 credits. Prerequisite: permission of instructor*

**CE 441 Water and Wastewater Technology**

Wastewater sources and estimates of domestic, commercial and industrial flows. Integrated lecture and design periods that cover unit processes for water and wastewater treatment. Design projects include hydraulic and process design of oxidation ponds, screening, grit removal, sedimentation tanks, secondary biological treatment, other physicochemical processes and outfall design.

*3 credits. Prerequisite: permission of instructor*

**CE 442 Open Channel Hydraulics**

Derivation of the general one-dimensional equations of continuity, momentum and energy used in open channel flow analysis. Steady uniform flow and boundary resistance. Steady nonuniform flows, channel transitions and controls, hydraulic jumps, surges, surface curves for gradually varied flow including the effects of lateral inflow. Unsteady flow in open channels. Dynamic waves, method of characteristics, surge formation. Kinematic waves, flood routing and overland flow. Design of channels and other hydraulic structures.

*3 credits. Prerequisite: CE 142*

**CE 443 Groundwater Hydrology**

Physical process of flow in homogeneous and heterogeneous media. Development of governing equations and boundary conditions, analysis by analytical and numerical techniques. Groundwater resources; design of wells and prediction of yield. Analyses of transport of contaminants using deterministic and stochastic methods.

*3 credits. Prerequisite: CE 142*

**CE 444 Hydrology**

Hydrology of the water cycle related to air mass movement, precipitations, evaporation, stream flow, floods, infiltration and groundwater including statistical hydrology. Design of irrigation systems.

*3 credits. Prerequisite: CE 142*

**CE 445 Coastal Engineering**

Introduction of the hydrodynamics of waves in deep and shallow water. Emphasis on physical interpretation of the results and their engineering application. Wave refraction, diffraction, storm surges and statistical aspects of wave waves.

*3 credits. Prerequisite: CE 142*

**CE 446 Pollution Prevention or Minimization**

Introduction to the new concept and regulations in the U.S. and Canada of Pollution Prevention or Waste Minimization for managing hazardous pollution and protecting the environment and public health. Methodology of conducting environmental audits and lessons learned from successful pollution prevention programs. Case studies of various programs in industry, etc.

*3 credits. Prerequisite: permission of instructor*

**CE 447 Stream and Estuary Pollution**

Application of basic concepts of fluid kinetics and dynamics to the analysis of dispersal and decay of contaminants introduced into lakes, streams, estuaries and oceans. Analysis and modeling of leachate and other contaminants into groundwater.

*3 credits. Prerequisite: CE 142*

**CE 448 Environmental and Sanitary Engineering (same as EID 448)**

Topics include types of environmental pollution and their effects; water quality standards and introduction to laboratory analyses of water quality parameters; sources and estimates of water and wastewater flows; physicochemical unit treatment processes. Integrated lecture and design periods cover water supply network, wastewater collection system and water treatment design projects.

*3 credits. Prerequisite: permission of instructor*

**CE 449 Hazardous Waste Management**

Definition and characteristics of hazardous wastes. Generation, transport, treatment, storage and disposal of hazardous wastes. Leachate characteristics and management. Treatment technologies. Monitoring and safety considerations. Obligations under Resource Conservation and Recovery Act (RCRA) and Comprehensive Environmental Response, Compensation and Liability Act (CERCLA). Field trips.

*3 credits. Prerequisite: permission of instructor*

**CE 450 Civil Engineering Construction**

Preparation of plans and specifications. The bidding and award process. Contractual relations between the owner and the contractor. Preparation of cost estimate for a competitively bid project. Preparation of a progress chart and critical path. Sequencing various job elements. Engineering the actual construction. Management of labor. Interlacing with the community. Environmental requirements. Job safety. Changes and unanticipated conditions. Contract disputes and their resolutions.

*3 credits. Prerequisite: CE 341*

**CE 460 Innovations in Urban Infrastructure Design**

Innovations in the design, delivery, monitoring and rehabilitation of urban infrastructure. Recent advances in methods and technologies such as remote sensing, visualization, data acquisition systems, non-destructive testing, data mining, geographical information systems (GIS), and building information modeling (BIM). Emphasis will be placed on applications relating to real-world projects in large urban centers in the United States and the world.

*3 credits. Prerequisite: CE 121 or ME 101*

**CE 470 Urban Security**

Design of urban systems to protect against terrorism. Analysis of blast loads. Blast mitigation design considerations. Technology transfer: military/defense to civilian sector. Response spectra. Pressure-Impulse Curves. Stand off distances. Blast mitigation measures for buildings, bridges and tunnels. Prevention of progressive collapse in tall buildings. Design of glazing. Retrofit upgrade of existing urban infrastructure. Proposed changes in New York City Building Code to protect against terrorism. Insurance issues for commercial buildings.

*3 credits. Prerequisites: CE 122 or ME 101 and permission of instructor*

**CE 499 Thesis/Project**

Master's candidates are required to conduct, under the guidance of a faculty adviser, an original investigation of a problem in civil engineering, individually or in a group, and to submit a written thesis describing the results of the work.

*6 credits for full year*

## Electrical Engineering

### UNDERGRADUATE

#### ECE 101 Communication Theory

Information theory: entropy, information, channel capacity, rate-distortion functions, theoretical limits to data transmission and compression. Error control coding: block, cyclic and convolutional codes, Viterbi algorithm. Baseband and bandpass signals, signal constellations, noise and channel models. Analog and digital modulation formats (amplitude, phase and frequency), MAP and ML receivers, ISI and equalization. Coherent and non-coherent detection, carrier recovery and synchronization. Performance: computation of SNR, BER, power and bandwidth requirements. TDMA, FDMA, CDMA.  
*3 credits. Prerequisites: Ma 224 and ECE 111*

#### ECE 103 Communication Networks

Analysis and design of communication networks. Network protocols, architecture, security, privacy, routing and congestion control, Internet, local area networks, wireless networks, multimedia services. Physical layer, multiple access techniques, transport layer. Introduction to probabilistic and stochastic analytic techniques for communication networks.  
*3 credits. Prerequisites: ECE 150 and Ma 224*

#### ECE 110 MATLAB Seminar: Signals & Systems

A weekly hands-on, interactive seminar that introduces students to MATLAB, in general, and the Signal Processing Toolbox in particular. Students explore scientific computation and scientific visualization with MATLAB. Concepts of signal processing and system analysis that are presented in ECE 111 or other introductory courses on the subject are reinforced through a variety of demonstrations and exercises. It is strongly encouraged for students taking a first course in signals and systems, or for students expecting to use MATLAB in projects or courses.  
*0 credits.*

#### ECE 111 Signal Processing & Systems Analysis

A presentation of signals and systems that does not rely on prior knowledge of electrical circuits or differential equations. Sine waves, phasors, continuous-time and discrete-time signals, sampling. Starting from elementary discrete-time systems (FIR filters), and moving on to more complex systems (IIR digital filters and analog

filters), concepts such as impulse response, convolution, frequency response, transfer functions (z-transform and Laplace transform) are presented. Block and signal-flow diagrams. Linearity, causality, time-invariance, stability. Feedback: open-loop and closed-loop gain. Transient response, poles and zeros. Vector spaces of signals, Fourier analysis, modulated signals, random signals. Examples include speech and audio signals, communication and control systems. Extensive use of MATLAB.  
*3 credits. Prerequisite: Ma 113; corequisite: ECE 110*

#### ECE 114 Digital Signal Processing

Review of Laplace and z-transforms. Minimum-phase and all-pass functions. Multidimensional signals, systems and Fourier analysis. Analog filter design, digital IIR and FIR filter design. Sampling, multirate systems and filter banks, A/D and D/A converter models. Discrete-time state-space. Filter structures, quantization effects and design to mitigate quantization effects. DFT and FFT. Spectral analysis of deterministic and random signals. Introduction to adaptive filters. Differential coding, transform coding. Speech, audio and video signals. Extensive use of MATLAB.  
*3 credits. Prerequisites: Ma 240 and ECE 111*

#### ECE 121 Control Systems

Block and signal-flow diagrams, Mason's theorem. Laplace transform, frequency response, Bode plots, root locus, Routh-Hurwitz array. Analysis of feedback control systems: open-loop and closed-loop gain, Nichols chart, Nyquist diagram, gain and phase margin. Continuous-time state-space analysis, state-variable feedback, canonical forms, observability and controllability. Second-order models, transient and steady-state performance. Emphasis on analog systems, although digital control systems will be discussed as time allows. Extensive use of MATLAB.  
*3 credits. Prerequisites: Ma 240 and ECE 111*

#### ECE 131 Solid-State Materials

Applied solid-state physics with emphasis on semiconductor materials. Crystals, quantum mechanics, Schrodinger equation, energy bands, Fermi-Dirac statistics, Fermi levels. Semiconductor physics: electrons and holes, doping, diffusion and drift, generation-recombination, mobility. Physics of PN junction and BJT; depletion, carrier injection, minority carrier profiles, Ebers-Moll equations, junction capacitance, hybrid-pi model. Breakdown, metal-semiconductor

contacts, heterojunctions, fabrication techniques, temperature effects and additional topics as time allows. Diode circuits; DC analysis of BJTs in active, saturated and cutoff modes; single transistor amplifiers and small-signal models.  
*3 credits. Prerequisite: ECE 141*

#### ECE 132 Electro-Mechanical Energy Conversion

Analysis of energy sources and energy converters. Principles of electro-mechanical energy conversion; singly and multiply excited systems; rotating and linear machines; three-phase circuits; magnetic circuits and transformers; torque and induced voltage from field considerations; synchronous machines; induction motors; DC machines. Introduction to power electronics. Applications including high-speed transportation, energy storage and interconnection of distant generating stations.  
*3 credits. Prerequisites: ESC 120 or ECE 140 and Ph 213*

#### ECE 135 Engineering Electromagnetics

This course emphasizes time-varying fields, with topics presented from electrostatics and magnetostatics as necessary. Maxwell's equations, constitutive relations, phasor vector fields, wave and Helmholtz equations, potentials, boundary conditions. Plane waves in lossless and lossy materials, polarization, incidence. Transmission lines: transient analysis, TDR, phasor analysis, standing wave diagrams, Smith chart, impedance matching. Guided waves: TEM, TE and TM modes, dispersion, evanescence, cavity resonators. Microwave network analysis and device characterization with scattering parameters. Antennas, antenna arrays and Fourier optics. Additional topics from microwaves and optics will be covered as time allows. Students use a vector network analyzer to perform measurements at high frequencies.  
*4 credits. Prerequisites: Ma 223, Ph 213, ECE 140 and ECE 111*

#### ECE 140 Circuit Analysis

Circuit components, dependent and independent sources, Kirchhoff's laws, loop and nodal analysis. Superposition, Thevenin and Norton equivalent circuits, and other techniques for circuit simplification. Time-domain analysis of RLC circuits, initial conditions, transient response and steady-state. Phasor analysis, complex power. Ideal op-amps.  
*3 credits. Prerequisite: Ma 113. Ma 240 is a suggested corequisite*

#### ECE 141 Electronics I

Semiconductor physics: band theory, carrier distributions and transport mechanisms. PN-junctions, PN junction devices. Diode circuits. BJTs: current relationships, operating region. Biasing circuits, DC Analysis; small-signal models, AC analysis. BJT amplifier configurations.  
*3 credits. Prerequisite: ECE 140*

#### ECE 142 Electronics II

MOS circuits: DC operation and analysis. Single stage MOS amplifiers, circuit design, DC and small signal analysis. Cascode amplifier. Current mirrors, active loads. BJT and MOS differential amplifiers. Monolithic operational amplifiers. Output stages. Frequency response. Introduction to feedback theory, amplifier topologies. Circuit design and analysis are supplemented with industry standard CAD software.  
*3 credits. Prerequisites: ECE 141 and ECE 111*

#### ECE 150 Digital Logic Design

Theoretical and practical issues concerning design with combinational and sequential logic circuits, and programmable logic devices. Number systems, Boolean algebra, representation and simplification of Boolean functions, universal logic families. Finite-state machines, state tables and state diagrams, flip-flops, counters, registers. Adders, decoders, comparators, multiplexers, memories and applications. Programmable devices: PLA, PLD, etc. Principles of analog circuits are presented in the context of real world problems, such as "glitches," power and ground bounce, contact bounce, tri-state logic and bus interfacing, timing circuits, asynchronous versus synchronous circuit components. Characterization of electronic and logical properties of digital circuits. Course work involves individual and team projects in which: digital circuits are designed and prototypes are constructed and tested on breadboards; designs involving programmable logic devices are developed using CAD tools. The projects, approximately 50 percent of the course grade, are used to assess technical writing, oral presentation, teamwork and project management skills.  
*3 credits. Prerequisites: none. Non-refundable materials fee: \$40*

**ECE 151 Computer Architecture**

Introduction to the design of computers and computer systems. Topics include: integer and floating-point representations and operations; ALU design; von Neumann and Harvard architectures; accumulator, general purpose register and stack-based processor design; RISC and CISC architectures; addressing modes; vector operations; microprogrammed and hard-wired controllers; machine language and assembly language programming; static and dynamics memory operation, timing and interfacing; cache; virtual memory; I/O systems: bus design and data transfer, DMA; interrupts and interrupt handling, polling; disk operation and organization; pipelined processor design. The course has a substantial project component that includes assembly language programming and the design and construction of systems that contain microcontrollers, programmable logic, and a variety of I/O devices.

*3 credits. Prerequisite: ECE 150.  
Non-refundable materials fee: \$40*

**ECE 161 Programming Languages**

Examination of the fundamental concepts of practical programming languages, focusing on C and C++ but including additional languages. Topics include binary representations of numbers, operators, static and dynamic memory allocation, arrays, strings, structures, flow control, file I/O, stacks, queues, lists, activation records and recursion. Object oriented programming concepts covered include classes, encapsulation, information hiding, operator and function overloading, constructors, destructors, inheritance and polymorphism.

*3 credits. Prerequisite: CS 102*

**ECE 164 Data Structures & Algorithms I**

An introduction to fundamental data structures and algorithms, with an emphasis on practical implementation issues and good programming methodology. Topics include lists, stacks, queues, trees, hash tables and sorting algorithms. Also an introduction to analysis of algorithms with big-O notation. Assignments include programming projects and problem sets.

*2 credits. Prerequisite: ECE 161*

**ECE 165 Data Structures & Algorithms II**

A continuation of ECE 164, also with an emphasis on practical implementation issues and good programming methodology. Topics include graphs, graph-related algorithms and dynamic programming techniques. Also an introduction to some advanced topics such as Turing machines, computability and NP-complete systems. Assignments include programming projects and problem sets.

*2 credits. Prerequisite: ECE 164*

**ECE 193 Electrical & Computer Engineering Projects I**

An introduction to laboratory techniques for electrical and computer engineering. Topics include the use of electronic test equipment (e.g., DVM, oscilloscope, curve tracer, spectrum analyzer); circuit analysis, design and simulation; and the use of discrete and integrated electronic components and circuits. Several projects/experiments of limited scope reinforce concepts learned in previous courses and provide an understanding of the fundamental building blocks employed in the more advanced designs in successive projects courses. Students regularly give oral presentations and demonstrate laboratory proficiency through in-class demonstrations and concise, formal technical reports.

*1.5 credits. Prerequisites: ECE 111, ECE 141, ECE 150. Co-requisite: ECE142.  
Non-refundable materials fee: \$40*

**ECE 194 Electrical & Computer Engineering Projects IV**

Principles learned in ECE 193 are applied to the design, construction and characterization of electrical and computer engineering projects of significant complexity. Assignments may involve both analog and digital design, and students are free to pursue any solution that satisfies the engineering requirements and meets with the instructor's approval. Formal and informal lectures are given on safety, circuit operation and design, and construction techniques; students participate in design reviews and write technical reports.

*4 credits. Prerequisite: ECE 193.  
Non-refundable materials fee: \$40*

**ECE 195 Electrical & Computer Engineering Projects III**

ECE 195 and ECE 196 constitute the year-long senior design project. Students work in small groups on projects chosen with the advice and consent of the faculty adviser. Projects may be oriented towards research or product development, and may be in any area of electrical and computer

engineering, such as in: computer engineering, signal processing (imaging, sensor arrays, multimedia), telecommunications, computer networks, microwaves, optics, advanced electronics, VLSI chip design, or an interdisciplinary area such as robotics or bioengineering. Students perform all aspects of project management, such as scheduling, budgeting, system design and developing milestones, as well as technical work including hardware and software implementation, testing and performance evaluation. Students also give several spontaneous and rehearsed oral presentations and prepare written reports. Students attend weekly lectures covering: social, economic, legal and ethical issues; safety and laboratory practice; design methodologies; technical writing; preparation of multimedia presentations and tailoring presentations to target audiences.

*4 credits. Prerequisite: ECE 194.  
Non-refundable materials fee: \$40*

**ECE 196 Electrical & Computer Engineering Projects IV**

This course concludes the senior project begun in ECE 195. Students submit two complete theses, one in short form and the other in long form, and give at least two presentations, one short and one long. The initial goal is to achieve a functioning system. Afterwards, students undertake the completion of the prototyping cycle, which may involve improving the circuit implementation (such as by employing PCBs populated with surface mount chips), adding a user-friendly interface, obtaining precise performance evaluations, or developing demonstrations and a user's manual. Advanced students are strongly encouraged to complete their project early and commence a master's thesis.

*3 credits. Prerequisite: ECE 195.  
Non-refundable materials fee: \$40*

**ECE 301 Communication Systems Design**

Topics in the design of large scale communication systems. Quality of service, system performance calculations, channel capacity and traffic models, scalability. Measurement and simulation techniques. Noise, interference, system noise figure, front-end design, power budgets. Communication electronics. Baseband DSP, IF and RF subsystems. Standards, evolution of technology, product roadmapping. Case studies.

*3 credits. Prerequisites: ECE 101 and ECE 135*

**ECE 302 Probability Models & Stochastic Processes**

Topics in probability, random variables and stochastic processes applied to the fields of electrical and computer engineering. Probability, events, random variables, expectation, moments, characteristic functions, conditional probability and expectation. Functions of random variables, random vectors, Gaussian random vectors, Poisson points. Bounding and limit theorems. Relations among important distributions and probability models. Stochastic processes: stationarity, ergodicity, Brownian motion, Markov processes. Deterministic systems with stochastic inputs, correlation and power spectral density, ARMA models. Hilbert space and applications: orthogonality principle, discrete Wiener and Kalman filters, linear prediction, lattice filters.

*3 credits. Prerequisites: Ma 224 and ECE 101 or ECE 114 or permission of instructor*

**ECE 305 Computer Security**

This course covers attack and defense perspectives of applied information security. Topics will include networked and embedded applications, access controls systems and their failure modes, privilege escalation, case studies and some applied cryptography. Safe practices and OS flaw mitigation will be reinforced through security-sensitive programming projects. Course work will include penetration testing, code auditing and independent programming projects using professional auditing frameworks.

*3 credits. Prerequisite: CS 102*

**ECE 311 Modern DSP Hardware**

Advanced modern digital signal processors—algorithm design and implementation for parallel and reconfigurable hardware platforms. Systems to be studied include FPGAs, multi-core processors, GPUs. HDL, validation and performance evaluation. A wide variety of target applications will be considered, selected according to student and instructor interest.

*3 credits. Prerequisites: ECE 114 and ECE 151*

**ECE 313 Music & Engineering**

Spectral representation and analysis of music. Analog and digital music signals, instruments and synthesizers, analog circuits and digital processing. Description of musical quality and perception, introduction to acoustics, stereo and special effects. Computer interfacing with MIDI and laboratory experiments.

*3 credits. Prerequisites: ECE 111 and ECE 150*



**ECE 314 Audio Engineering Projects**

An introduction to design, implementation, fabrication and modification of musical and audio electronics and hardware in a laboratory environment. Projects will include analog and digital signal processing for audio signals, with focus on implementation of real-time algorithms in hardware. Additional projects will include design and implementation of electro-mechanical systems and transducers for audio input / output / display. Formal and informal lectures will include examples drawn from standard implementations, safety concerns, audio specific design and construction techniques; participation in oral presentations and technical reports will be required. *3 credits. Prerequisites: ECE 141 and ECE 151, or ME 151 and ME 153*

**ECE 321 Control Systems Design**

Control system design using Bode plots, Nichols chart, root locus. Design by pole placement, Ackermann's formula, state-variable feedback. Cascade compensation, minor-loop feedback. Controller and estimator design, regulator systems, systems with a reference input. Introduction to digital control: hybrid analog-digital control systems, sampled-data systems, digital extensions of Bode plots and root locus, Ragazzini's method. Extensive use of MATLAB. *3 credits. Prerequisite: ECE 121*

**ECE 323 Embedded System Design**

Hardware and software design for embedded systems. SBC and microcontroller architectures, A/D and D/A conversion, signal conditioning, interfacing and controlling electronic and electro-mechanical systems. Assembly language and high-level language programming, efficient use of computational and physical resources, considerations for speed and robustness, debugging methods, use of simulators and in-circuit emulators. The course is project-based, and students are required to design and construct an embedded system. *3 credits. Prerequisites: ECE 121 and ECE 151*

**ECE 341 Integrated Circuit Engineering**

Feedback theory, frequency compensation. Integrated circuit fabrication and technology. Device modeling, thermal effects. VLSI CAD design tools. Circuit layout, extraction and simulation. Design and analysis of multistage MOS operational amplifiers, OTA architectures. Nonlinear circuits, comparators. Analog switches. Digital

phase-locked loops. Sample and hold circuits. Data converter architectures. Switched capacitor circuits. Bandgap reference circuits. MOST digital circuit design and layout, hierarchical approaches. Final design project is a mixed analog/digital circuit (e.g., Flash A/D converter, phase-locked loop), which is sent for fabrication. *3 credits. Prerequisite: ECE 142*

**ECE 343 Bio-instrumentation and Sensing**

The basic human vital signs and some related elementary physiology viewed from an engineering standpoint with special emphasis placed upon current electronic measurement methods. Electrocardiographic and electromyographic signals. Safety problems related to electrical isolation. Guarded, fully isolated, modulated carrier operational amplifiers and microvolt-level amplification. Solid-state "grain of wheat" pressure sensors, microelectrodes, thermal probes, ultrasonic transducers and other biosignal sensors. Course work includes instrumentation and sensing projects. *3 credits. Prerequisites: ECE 114 and ECE 142*

**ECE 357 Computer Operating Systems**

Theory and implementation of modern computer operating systems. Message-based and multiprocessor kernels. Networking and interprocess communication. Security, auditing and authentication. Device drivers, interrupt handling, task switching, virtual memory, memory management, scheduling, synchronization and locking. File systems, resource allocation and management. Real-time, fault-tolerant and high security operating systems. User environment and interface issues. Projects in operating system design and programming, case studies. *3 credits. Prerequisites: ECE 151 and ECE 161*

**ECE 361 Software Engineering & Large Systems Design**

This course teaches about the development stages of large, robust, expandable software systems developed as part of a team. Topics include project management, capturing requirements, system design, UML, program design, testing, delivery and maintenance. The class will develop a large project as a team using Java throughout the semester. Tools, libraries and techniques necessary for the project will be covered in class, e.g., Eclipse, Javadoc, XML, SOAP, servlets, threads and processes, Swing, JUnit, MySQL, JDBC, etc. The

specific resources might change from semester to semester. *3 credits. Prerequisite: ECE 165*

**ECE 391 Research Problem**

An elective course open to qualified upper division students. Students may approach an EE faculty member and apply to carry out research on problems of mutual interest in theoretical or applied electrical and computer engineering. Student performs creative work with faculty guidance. *3 credits. Prerequisite: Instructor approval*

**ECE 392 Research Problem II (continuation of ECE 391)**

*3 credits. Prerequisite: instructor approval*

**ECE 399 Selected Topics in Electrical & Computer Engineering**

Subjects may include seminars on topics related to advances in technology, current research areas. Also individual research, design and development or study of subjects in electrical and computer engineering. *1-3 credits. Prerequisite: permission of instructor*

**GRADUATE****ECE 401 Selected Topics in Communication Theory**

Advanced topics in communications engineering, selected according to student and instructor interest. *3 credits. Prerequisites: ECE 101 and permission of instructor*

**ECE 402 Selected Topics in Probability & Stochastic Processes**

Advanced topics in applied probability or stochastic processes. Possible areas of study include: Markov processes, queuing theory, information theory, stochastic systems, financial engineering. *1-3 credits. Prerequisite: ECE 302 or permission of instructor*

**ECE 403 Advanced Communication Networks**

A continuation of topics from ECE 103. Technical readings, case studies, and research in network architectures and protocols. Related topics such as distributed computing and ad hoc sensor networks may be covered as well. Topics from probability, stochastic processes and graph theory are presented as needed for the analysis and simulation of communication networks. *3 credits. Prerequisite: ECE 103*

**ECE 405 Advanced Digital Communications**

Advanced digital modulation including formats with memory, continuous-phase and constant-envelope schemes. Performance analysis for AWGN and other channels. Multitone and multicarrier communications. Spread spectrum with applications to multiple access schemes and secure communications. CDMA: PN sequence generation and properties, multi-user detection. Additional topics as time permits. *3 credits. Prerequisites: ECE 101 and ECE 302*

**ECE 406 Applied Monte Carlo Methods**

Application of Monte Carlo methods to interdisciplinary areas of science and engineering. Application areas include (but not limited to) electromagnetics, device modeling, circuit analysis, heat transfer, biomedical engineering and financial engineering. Course work includes programming projects (MATLAB, C or another language of choice). *3 credits. Prerequisites: Ma 240 and prior exposure to engineering applications of ordinary or partial differential equations*

**ECE 407 Wireless System Design**

Hands-on exposure to the design and implementation of modern digital communication systems using software-defined radio (SDR) technology. The prototyping and real-time experimentation of these systems via SDR will enable greater flexibility in the assessment of design trade-offs as well as the illustration of "real world" operational behavior. Laboratory modules for performance comparisons with quantitative analytical techniques will be conducted in order to reinforce digital communication system design concepts. A large course project consisting of original research will be required. Course topics include SDR architectures and implementations, digital signaling and data transmission analysis in noise, digital receiver structures (matched filtering, correlation), multicarrier communication techniques, radio frequency spectrum sensing and identification (energy detection, matched filtering), and fundamentals of radio resource management. *3 credits. Prerequisites: ECE 114 and ECE 101*

**ECE 408 Wireless Communications**

Survey of cellular mobile radio systems and formats, including market trends and technological advances. The emphasis is on CDMA and 3G systems, and emerging schemes such as WiFi networks, although TDMA systems will be discussed as well. Propagation and multipath fading channel models and simulation. Cellular system capacity, traffic models, multiple-access techniques, handoff and power control algorithms. Modulation formats, detection schemes and performance. Mitigating fading: pulse shaping, DFE, MLSE (Viterbi). DSP algorithms for baseband processing.

3 credits. Prerequisite: ECE 101

**ECE 410 Radar & Sensor Array Processing**

Terminology and system overview for modern radar and sensor array systems; antenna parameters; radar signals and waveforms; Doppler processing; detection; synthetic aperture imaging (SAR); beamforming and space-time array processing (STAP); adaptive methods; additional topics may be covered according to student and instructor interest. Computer simulations and readings in the technical literature.

3 credits. Prerequisites: ECE 101 and ECE 114

**ECE 411 Selected Topics in Signal Processing**

Advanced topics in signal processing selected according to student and instructor interest.

3 credits. Prerequisites: ECE 114 and permission of instructor

**ECE 414 Machine Learning**

Machine learning of structural relationships among variables from empirical data. Decision theory, Bayesian methods. Classification: naïve Bayes, linear discriminant analysis, support vector machines (SVM), boosting. Regression: least-squares, regularization methods, logistic regression. Clustering using k-means and EM algorithms. Model selection: bias-variance tradeoff, cross-validation, over-fitting. Feature selection and dimensionality reduction methods including PCA, ICA, MDS. Kernel methods. Other topics may be covered as time permits.

3 credits. Prerequisites: Ma 223, Ma224; either ECE 111, ChE 151 or ESC 161

**ECE 415 Wavelets and Multiresolution Imaging (same as MA 415)**

Wavelets and multiresolution signal processing with an emphasis on 2D and 3D cases. STFT, wavelet analysis, wavelet packets, DWT. Multirate filter banks, PR and paraunitary conditions, multidimensional filters, multidimensional sampling lattices. Bases, frames and sparse representations. Image and video applications such as: compression, noise reduction, tomography and other inverse problems, hyperspectral imaging, compressive sensing. Course work includes MATLAB projects and readings in the technical literature.

3 credits. Prerequisites: ECE 114 and MA 326 or permission of instructor

**ECE 416 Adaptive Filters**

Statistical signal processing theory: discrete-time Wiener and Kalman filters, linear prediction, steepest descent and stochastic gradient. LMS, normalized LMS, LS, RLS, QR-RLS, order-recursive algorithms. Applications include equalization, noise cancellation, system identification, sensor array processing. Numerical linear algebra: eigenanalysis, SVD, matrix factorizations. Transversal filters, lattice filters, systolic arrays. Performance: convergence, learning curves, misadjustment, tracking in nonstationary environments. Additional topics such as adaptive IIR filters, neural networks and quantization effects may be covered as time allows.

Extensive use of MATLAB. 3 credits. Prerequisite: ECE 114 or permission of instructor

**ECE 417 Design for Custom DSP Hardware**

Design of programmable and custom digital signal processors, and realization of DSP algorithms in specialized architectures. Features of programmable DSPs such as data-stationary and time-stationary coding, MAC and ACS ALUs, circular buffers. Very Long Instruction Word (VLIW) processors. Applications of graph theory and passivity theory to map DSP algorithms to custom structures: SFGs, DFGs, retiming, folding and unfolding, lattice and orthogonal filters, scheduling and allocation, systolic architectures. Optimization with respect to number of hardware units, speed (sample period and latency), VLSI area, power consumption and performance (quantization effects). Special CAD tools and languages for rapid prototyping. Case studies and programming exercises.

3 credits. Prerequisites: ECE 114 and ECE 151

**ECE 418 Digital Video**

Digital video coding, compression, processing and communications. Target applications from low bit-rate, low quality to high bit-rate, high quality. Two- and three-dimensional sampling, color spaces, motion representation. Motion estimation: optical flow, block-matching; constrained optimization: Bayesian methods, simulated annealing, Gibbs random fields. Mathematical basis for compression standards such as JPEG and MPEG, and digital television including HDTV. Rate-distortion based compression for optimal bit allocation via dynamic programming (Viterbi algorithm). Scalability in multimedia systems. 3 credits. Prerequisite: ECE 114

**ECE 419 Signals and Security**

Applications of digital signal processing to security, including biometrics and watermarking. Topics in statistical signal processing, image processing, pattern recognition and computer security are presented as the basis for algorithmic methods and secure system design. Overview of various biometric modalities, including fingerprint, voice and face; biometric fusion and system performance. Watermarking: insertion of information into digital signals (e.g., documents, music, video) for identification or security purposes. Course work includes readings in technical literature.

3 credits. Prerequisite: ECE 114

**ECE 421 Advanced Control System Design**

Design of control systems using two-degrees of freedom and PID compensators. Ackermann's formula, H-infinity control theory and applications. Analysis and design for nonlinear systems using describing function, state-variables, Lyapunov's stability criterion and Popov's method. Introduction to optimal control theory (dynamic programming). Design problems and extensive use of MATLAB. 3 credits. Prerequisites: ECE 114 and ECE 121

**ECE 425 Digital Control Systems**

Basic components of digitally controlled dynamic systems. Sampling and reconstruction: the ideal sampler, zero and higher order hold elements. The pulse transfer function and the z-transfer function description of dynamic systems. Stability criterion and analysis by the Nyquist, root locus and Bode methods. The modified Routh-Hurwitz and Jury stability criteria. The state-variable approach: state equations of dynamic systems with sample and hold devices, state equations of systems with all-digital elements. Digital simulation and approximation. Controllability, observability and stability. State and output feedback, state observers and the separation principle. Digital control system design by state feedback. 3 credits. Prerequisite: ECE 121

**ECE 431 Microwave Engineering**

Passive circuits, open-boundary waveguides, perturbation theory, coupled modes, waveguide junctions, microstrip. Two- and three-terminal devices; varactor diodes, Gunn diodes; IMPATT and MESFET technology. Design of RF amplifiers and phase-shifters. Computer-aided simulation and design.

3 credits. Prerequisite: ECE 135

**ECE 433 Optical Communications Devices & Systems**

PIN, avalanche and Schottky photodiodes; risetime, noise, amplifier requirements. Semiconductor optical devices: radiative and non-radiative recombination, quaternary semiconductors, heterojunctions, quantum wells, bandwidth minimization, lasers, distributed feedback, vertical cavity structures. Internal and external modulation, electro-optic modulators, Stark effect. Optical fibers: mode structure, attenuation, dispersion, PM fibers, WDM. System architecture, analog/ digital communications, terabit data links. Solitons.

3 credits. Prerequisites: ECE 142 and ECE 135

**ECE 434 Bioelectricity**

Electrical behavior of cellular membranes. Ion transport, electrochemical equilibrium, applications of circuit and cable theory, Hodgkin-Huxley model, resting and action potentials. Generation and propagation of signals within the nervous system and the heart. Case studies and consideration of topics of current research interest, such as: developmental biology, regenerative medicine, neural prostheses, tissue engineering.

3 credits. Prerequisites: ECE 141 or ESC 120, PH 213

**ECE 441 Digital Integrated Circuit Engineering**

Design of static and dynamic CMOS combinational logic gates, layout and simulation. Standard cell construction. Sequential logic systems—registers, latches, clocks. Design of arithmetic building blocks, ALU, multipliers. Memory circuits and organization. FPGAs. System design—hardware description languages, floorplanning, system architecture. A major component of the course is the design and fabrication of an ASIC using a variety of VLSI CAD tools.

*3 credits. Prerequisite: ECE 341*

**ECE 442 Communication Electronics**

Circuit design for advanced communications applications. Design of high-frequency amplifiers, oscillators and mixers using large signal analysis. Effects of noise and non-linearities are examined from the diode and transistor level to board level. Communication subsystems of interest include phase locked loops, modulators and demodulators (AM, PM FM), and signal processors for multiple access systems (TDMA, FDMA, CDMA). Course work includes computer-aided simulation and design projects.

*3 credits. Prerequisites: ECE 101, ECE 135 and ECE 142*

**ECE 443 Thin-Film Electronics**

Properties of polycrystalline, amorphous, liquid and organic semiconductors. Methods of deposition: vacuum and nonvacuum techniques, epitaxial and nonepitaxial growth. Assessment of thin film semiconductors: structural, optical, electrical. Thin film semiconductor devices: transistors, displays, photovoltaics, flexible conductors. Optical coatings and architectural applications. Thin film superconductors: metallic, low and high  $T_c$ , fabrication and assessment. Superconducting devices: Cooper pairs, Josephson junctions, SQUIDS, Josephson computers.

*3 credits. Prerequisite: ECE 142*

**ECE 445 Design with Operational Amplifiers**

Analysis and design of operational amplifier circuits with various applications, including amplifiers, filters, comparators, signal generators, D/A and A/D converters and phase-locked loops. Introduction to issues such as static and dynamic limitations, noise and stability. Use of industry standard CAD software.

*3 credits. Prerequisite: ECE 142*

**ECE 446 Low-Voltage, Low-Power Electronic Circuit Design**

The physics and modeling of submicron MOS transistors for analog and digital circuit design. Circuit techniques for the design of low-power, low-voltage digital combinatorial logic, multipliers, memory and system design. Circuit techniques for the low-power, low-voltage analog circuits including the design of low-voltage constant  $g_m$  differential amplifiers. The use of switched capacitor circuits for analog signal processing. The course will culminate with the design and simulation of a low-voltage low-power mixed signal circuit.

*3 credits. Prerequisites: ECE 142, ECE 341 or permission of instructor*

**ECE 453 Advanced Computer Architecture**

This course studies modern, advanced techniques used to design and produce current, state-of-the-art computer architectures. Technology, performance and price. The quantitative principle and Amdahl's law. Instruction sets; addressing modes, operands and opcodes; encoding instruction sets. RISC versus CISC architectures; MIPS. Pipelining; the classic five-stage pipeline, hazards, exceptions, floating point operations. Advanced pipelining techniques: dynamic scheduling, branch prediction. Multiple issue, speculation. Limits of parallelism. Compiler support for parallelism, VLIW. Caches. Examination of modern processors.

*3 credits. Prerequisite: ECE 151*

**ECE 460 Selected Topics in Computer Engineering**

Advanced topics in computer hardware or software engineering selected according to student and instructor interest. Prerequisites will depend on the topics to be covered.

*3 credits. Prerequisite: permission of instructor*

**ECE 461 Advanced Programming Methods**

This course addresses the need for engineers to craft algorithmic solutions to problems of ever-increasing complexity. The curriculum includes consideration of the man-machine interface, real-time control, remote sensing and computing in a distributed environment. Software fault tolerance and reliability and unbreakable database transactions. Computer network security and network reliability, safety of data through authentication and encryption. Engineering trade-offs between efficiency and portability and design for maintenance.

*3 credits. Prerequisites: ECE 151 and ECE 165*

**ECE 462 Interactive Engineering Graphics**

Graphical primitives, windows, clipping and viewports. Two- and three-dimensional geometric transformations and translations; rotation, pan and zoom. Hidden line and surface removal. Region filling and shading. The architecture of high performance graphical engines. Representing lighting, shading and textures.

Rendering. Rotation. GUIs. Animation. Course work includes design projects.

*3 credits. Prerequisites: ECE 151 and ECE 165*

**ECE 464 Databases**

Engineering and design of databases. Topics to be covered may include: data models, database and scheme design; schema normalization and integrity constraints; query processing and optimization; distributed and parallel databases; SQL and XML.

*3 credits. Prerequisite: ECE 165*

**ECE 466 Compilers**

The theory, design and implementation of a practical compiler. Finite automata, LL and LR parsing, attribute grammars, syntax-directed translation, symbol tables and scopes, type systems and representations, abstract syntax trees, intermediate representation, basic blocks, data and control flow optimizations, assembly language generation including register and instruction selection. Students apply tools such as Flex and Bison to writing a functional compiler for a subset of a real programming language such as C.

*3 credits. Prerequisites: ECE 151 and ECE 165*

**ECE 467 Natural Language Processing**

This course focuses on computational applications involving the processing of written or spoken human languages. Content may vary from year to year. Theoretical subtopics will likely include word statistics, formal and natural language grammars, computational linguistics, hidden Markov models, and various machine learning methods. Applications covered will likely include information retrieval, information extraction, text categorization, question answering, summarization, machine translation and speech recognition. Course work includes programming projects and tests.

*3 credits. Prerequisite: ECE 165*

**ECE 468 Computer Vision**

Visual perception and imaging geometry. Pixels, pixel neighborhoods and pixel connectivity. Image transforms: Fourier, Hadamard, Walsh, Discrete Cosine, Haar, Slant and others. Techniques for image manipulation and enhancement in both the frequency and spatial domains. Histogram equalization, image subtraction and local averaging. Filtering, homomorphic methods. Color models and use of monochrome techniques on RGB channels. Image restoration: camera movement cancellation, scratch removal. Image compression techniques, lossy and lossless. Image segmentation, edge detection, edge linking, boundary detection; region growing, splitting and merging. Image representation as a hierarchical collection of objects, chain codes, Fourier descriptors. Object recognition, signatures.

*3 credits. Prerequisites: ECE 111, ECE 151 and ECE 161*

**ECE 469 Artificial Intelligence**

This course covers many subtopics of AI, focusing on a few important subtopics in detail. The "intelligent agent" approach is explained and forms a foundation for the rest of the course. Intelligent search: uninformed search, depth-first search, breadth-first search, iterative deepening; informed search, best-first search, A\*, heuristics, hill climbing; constraint satisfaction problems; intelligent game playing, minimax search, alpha-beta pruning. Machine learning: probability, Bayesian learning; decision trees; statistical machine learning, neural networks, Naive Bayes, k-nearest neighbors, support vector machines. Natural language processing: syntax, semantics and pragmatics; real-world knowledge; parsing; statistical NLP. Philosophy of AI: AI and consciousness, the Turing test, the Chinese room experiment. Coursework includes two large individual programming projects.

*3 credits. Prerequisite: ECE 165*

**ECE 491 Selected Topics in Electrical & Computer Engineering**

Subjects may include study in electrical and computer engineering, or seminars on topics related to advances in technology. This course may not be used to expand the number of credits of thesis, or cover material related to the thesis.

*1-3 credits. Prerequisite: permission of instructor*

**ECE 499 Thesis/Project**

Master's candidates are required to conduct, under the guidance of a faculty adviser, an original individual investigation of a problem in electrical and computer engineering and to submit a written thesis describing the results of the work.

*6 credits over 1 year*

## Mechanical Engineering

### UNDERGRADUATE

#### ME 100 Stress and Applied Elasticity

Three-dimensional theory of elasticity; state of stress, state of strain, elastic stress-strain relations. Applications include elementary three-dimensional problems, plane stress and plane strain, Saint Venant's long cylinder, beams and plates. Computer-aided design projects.

*3 credits. Prerequisite: ESC 101*

#### ME 101 Mechanical Vibrations

Mechanical systems with single and multiple degrees of freedom; longitudinal, torsional and lateral vibrations; free and forced oscillations; vibration testing, dynamic stability, vibration isolation, design criteria. Computer-aided design assignments.

*3 credits. Prerequisites: ESC 101 and Ma 240*

#### ME 105 Drawing and Sketching for Engineers (same as EID 105)

#### ME 116 Musical Instrument Design (same as EID 116)

Theory and use of musical scales, including just intonation and equal temperament systems. Musical harmony and basic ear training. Human hearing and the subjective measures of sound: pitch, loudness and timbre. Acoustic analysis of design and operating principles of traditional instruments, including members of the percussion, string and wind families. Prototyping and testing of original musical instrument concepts.

*3 credits. Prerequisite: permission of instructor*

#### ME 120 Design Elements

Application of the principles of mechanics to the design of basic machine elements; study of components subjected to static, impact and fatigue loading; influence of stress concentration; deflection of statically determinate and indeterminate structures by the energy method. Design projects apply basic criteria to the design of shafts, springs, screws and various frictional elements; design projects make use of computer, experimental and modeling techniques.

*3 credits. Prerequisite: ME 100*

#### ME 130 Advanced Thermodynamics

Equations of state; properties of pure substances; ideal and real gas and gas-vapor mixture properties, fundamental process and cycle analysis of ideal and real systems; modern gas and vapor power cycles and refrigeration cycles. Computer applications to problem solving.

*3 credits. Prerequisite: ESC 130*

#### ME 131 Energetics (same as EID 131)

Current and near-term energy sources, including coal, oil, natural gas, nuclear fission, hydroelectric, oil shale and refuse. Description of contemporary methods of energy conversion including conventional utility power plants and nuclear power plants. Introduction to direct energy conversion; magneto-hydrodynamics, fuel cells, thermionic and thermoelectric. Design of the thermodynamic operation of a steam power plant.

*3 credits. Prerequisite: ESC 130*

#### ME 133 Air-Conditioning, Heating and Refrigeration (same as EID 133)

Introduction to air-conditioning, heating and refrigeration, with emphasis on application of thermodynamics, fluid dynamics, mass transfer and heat transfer; psychometrics, cycles, load calculation, component and system performance; absorption, refrigeration, heat pumps, solar heating and cooling.

*3 credits. Prerequisites: ESC 130 and ESC 140*

#### ME 140 Gas Dynamics

Integral form of the conservation equations; one-dimensional compressible flows, including isentropic flow, isothermal flow, flow with friction, flow with heat transfer and normal and oblique shock waves; generalized one-dimensional flow. Computer applications and a semester-long design project.

*3 credits. Prerequisites: ME 130 and ESC 140*

#### ME 141 Fundamentals of Aerodynamics

Study of incompressible potential flow around bodies of aerodynamic interest, by the use of equations of motion, method of singularities and conformal transformation. Investigation of experimental results and techniques. Consideration of the effects of viscosity and transition from laminar to turbulent flow. A design-oriented project, usually involving application of computer methods, will be required.

*3 credits. Prerequisite: ESC 140*

#### ME 142 Heat Transfer: Fundamentals and Design Applications

One-dimensional steady-state conduction. Two-dimensional steady-state conduction and transient conduction: finite-difference equations and computational solution methods. Convection; introduction to laminar and turbulent viscous flows; external and internal forced convection problems, including exact and numerical solution techniques; free convection.

Introduction to radiation heat transfer and multimode problems. Open-ended design projects will include application to fins, heat exchangers, tube banks and radiation enclosures and will make use of computer-aided design techniques.

*3 credits. Prerequisite: ESC 140*

#### ME 151 Feedback Control Systems

Modeling and representation of dynamic physical systems: transfer functions, block diagrams, state equations, and transient response. Principles of feedback control and linear analysis including root locus and frequency response methods. Practical applications and computer simulations using MATLAB. Discussions of ethics will be integrated into the curriculum.

*3 credits. Prerequisites: Ma 240 and ESC 161*

#### ME 153 Mechatronics (same as EID 153)

Topics include computer architecture, PIC processor overview, dynamic modeling, sensors, data acquisition, digital PID control theory, and utilization of assembly language to code the controller. Students will design, build and test a controller board and present a final prototype of a control system. Engineering economics will be introduced and integrated into the final project.

*Prerequisite: ME 151 or ECE 121 or ChE 152*

#### ME 155 Design and Prototyping

A mechanical engineering hands-on workshop geared towards the understanding and practice of basic engineering design and fabrication tools. Topics include hand tools, simple machining, mold making, casting, materials, fasteners, adhesives, and finishes. 3-D digitizing, solid modeling, rapid prototyping and computer interfacing will also be presented. Team projects will familiarize the students with typical tools and processes employed in realizing a design concept, from sketch to functional prototype. Each student will participate in and contribute to the team-learning and creation process.

*2 credits. Prerequisites: EID 101 and EID 103*

#### ME 160 Engineering Experimentation

Election, calibration and use of subsystems for the measurement of mechanical, thermal/fluid and electrical phenomena. Laboratory work includes investigations of heat exchangers, fluid systems and internal combustion engines. Emphasis is placed on data collection and statistical reduction, computational methods and written and oral presentation skills.

*3 credits. Prerequisites: none*

#### ME 163 Mechanical Engineering Projects

Original investigations, involving design and experimental work which allow the application of engineering sciences to the analysis and synthesis of devices or systems and permit the deepening of experience in engineering decision making. Projects are carried out in small groups and are supervised by the instructor in accordance with professional practice.

*3 credits. Prerequisite: permission of instructor*

#### ME 164 Capstone Senior ME Design

The application of open-ended design work to the synthesis of engineering devices and systems for the satisfaction of a specified need. Consideration of market requirements, production costs, safety and esthetics. Projects are carried out in small groups and are supervised by the instructor in accordance with professional practice. The goal of the course is to create a working design, clearly defined in drawings and specifications.

*3 credits. Prerequisite or corequisite: ME 163*

#### ME 165 Sound and Space (same as EID 165)

Basics of acoustics, including sound waves, room and hall acoustics and metrics of sound. Audio engineering, including microphones, signal processors, amplifiers and loudspeakers. Skills and techniques using Pro Tools brand audio editor system to create original sonic and musical compositions. Public exhibition of an electronic music program.

*3 credits. Prerequisite: permission of instructor*

#### ME 300 Space Dynamics

Fundamental principles of advanced dynamics; kinematics, transformation or coordinates; particle and rigid body dynamics. Application to space problems; satellite orbits; gyro-dynamics, space vehicle motion; performance and optimization. Generalized theories of mechanics; virtual work, D'Alembert's principle; Lagrange's equation; Hamilton's principle.

*3 credits. Prerequisite: ESC 100*

**ME 312 Manufacture Engineering (same as EID 312)**

Study of metal processing theory and application with emphasis on casting, machining, and metal deformation processes; plastic forming; special processing techniques; work-holder design principles. Specific areas studied include stages of processing, mathematical modeling of processes, equipment determination, relationship of plant layout, tooling, metrology, and product design to product cost. *3 credits. Prerequisites: ME 142 and ME 155*

**ME 320 Mechanical Design**

Mechanical design of basic transmission elements; design optimization by blending fundamental principles and engineering judgment; design criteria for the various frictional machine elements. Design projects provide authentic involvement in problems from industry; design projects make use of computer, experimental and modeling techniques. *3 credits. Prerequisite: ME 120*

**ME 330 Internal Combustion Engine Design**

A broad analytical and experimental review of the governing parameters involved in piston engine design and optimization. Thermodynamics, fluid mechanics, heat transfer, combustion, emissions, thermochemistry, dynamic and static loading, and fuel efficiency, as they apply to different engine cycles and types, are covered. Varied research examples from industry, government, and academia, with particular emphasis on automotive engine design, are analyzed from first principles. Students develop hands-on learning skills through computational and experimental assignments. *3 credits. Prerequisite: ME 130*

**ME 334 Combustion (same as EID 334)**

Thermodynamics and kinetics of reacting systems. Conservation laws for reacting gas mixtures. Gas phase and heterogeneous phase diffusion flames, including supersonic diffusion flames and fuel droplet combustion in liquid propellant rocket engines and in residential oil burners. Premixed flames in gases. Detonation waves in gases. Examples of current research in aerospace and environmental aspects of combustion processes. *3 credits. Prerequisite: ESC 141 or ME 142*

**ME 363-364 Selected Topics in Mechanical Engineering**

This course will deal with current technological developments in various fields of mechanical engineering. Projects and design will be emphasized. *3 credits each. Prerequisite: ME faculty permission*

**ME 365 Mechanical Engineering Research Problem**

An elective course available to qualified students. Students may elect to consult with an ME faculty member and apply to carry out independent research on problems of mutual interest in theoretical or applied mechanical engineering. *3 credits. Prerequisites: ME faculty permission and senior standing. May be repeated*

**GRADUATE****ME 401 Advanced Mechanical Vibrations**

Combined analytical and experimental approach to mechanical vibration issues; characterization of the dynamic behavior of a structure in terms of its modal parameters; digital data acquisition and signal processing; experimental modal analysis procedures and excitation techniques; extraction of modal parameters from measured frequency response functions. Students will acquire hands-on experience with impact hammer and shaker data acquisition and analysis. *3 credits. Prerequisite: ME 101*

**ME 405 Automotive Engineering Fundamentals**

An introductory course in modern automotive design, covering aspects of prime movers, aerodynamics, brakes, tires, steering, transmission, suspension and handling, chassis and advanced hybrid powertrain concepts. Simulations and physical prototyping give students a hands-on approach to the design, optimization, fabrication and testing of various vehicle subsystems in a team-based learning environment. *3 credits. Prerequisite: ME 130 or permission of instructor*

**ME 407 Introduction to Computational Fluid Dynamics**

The need for and applications of computational fluid dynamics (CFD). Introduction to CFD analysis and commercially available codes. Governing equations and numerical solution methodologies for basic fluid flow systems. Geometric modeling and grid generation. Examination of various physical models. Use of a commercial CFD code. *3 credits. Prerequisite: ESC 140*

**ME 408 Introduction to Computer Aided Engineering (CAE)**

Theory and practical applications of computer aided engineering methodologies, and use of multiphysics software, in mechanical engineering practices. Topics include principal modeling and solution techniques, computational geometry applications, modeling of mechanical engineering problems, and non-linear and dynamic problem solving. Students use typical commercial software packages to work on practical case studies. *3 credits. Prerequisite: ME 100*

**ME 412 Autonomous Mobile Robots**

This course introduces basic concepts, technologies, and limitations of autonomous mobile robots. Topics include digital and analog I/O, tactile sensing, IR sensing and range finding, light sensing, sonar, magnetic field sensing, encoders, DC motor actuators, servo motor actuators, high-level microprocessor control, low-level microprocessor control, power management, and prototyping. Students will form teams to design and build autonomous mobile robots configured to compete with each other in a singles-match game, or to perform a team-oriented task. *3 credits. Prerequisite: ME 153 or ECE 151*

**ME 413 Microelectromechanical Systems (MEMS)**

Advances in the design, fabrication, analysis and control of microelectromechanical systems (MEMS) have positioned MEMS at the forefront of high-value, cutting-edge technologies. The scope of this course covers both the fundamental and advanced aspects of MEMS. Topics include introduction to MEMS, materials and fabrication processes, sensors and actuators, microfluidics, scaling principles, device concepts and system design. MEMS processing simulation and modeling, testing and packaging of MEMS will also be presented. Furthermore, exposure to basic MEMS processing and cleanroom protocol will be included. *3 credits. Prerequisite: ESC 110 or ESC 110.1*

**ME 415 Introduction to Nanotechnology**

Understanding and control of matter at dimensions in the range from one to 100 nanometers for novel applications are the main objectives of nanotechnology. The scope of this course encompasses nanoscale science and engineering. Typical topics will include the unique properties of some nanometer scale materials, processing and fabrication technologies for nanomaterials, imaging, measuring, modeling and manipulating matter at this length scale. In addition, laboratory demonstrations on nanomaterials processing, nanoarchitecture and self-assembling of nanostructures will be included. *3 credits. Prerequisite: ESC 110 or ESC 110.1*

**ME 430 Thermodynamics of Special Systems (same as EID 430 and ChE 430)**

*3 credits. Prerequisite: ME 130*

**ME 432 Introduction to Nuclear Power Plant Technology**

Nuclear power provides a high-potential form of alternative energy, with significant safety constraints. The course centers on the study of a typical US commercial nuclear power plant—its design philosophy and analysis of nuclear steam supply system and balance of plant systems (including heat exchangers, pumps, relief valves, etc.) for normal operation and steady state and transient accident analysis, and longer term spent fuel storage. The course utilizes disciplines/methods of thermodynamics, heat transfer and fluid flow, and plant drawings and data. Analysis includes Three Mile Island Accident, a small break loss-of-coolant accident. When feasible, this course includes a tour of an operating nuclear power plant. *3 credits. Prerequisites: ESC 130 and ESC 140*

**ME 434 Special Topics In Combustion (same as ChE 434)**

Analysis of diffusion and premixed flame processes, including droplet and particle flames, combustion in sprays, chemical reactions in boundary layers, combustion instability in liquid and solid rocket engines and gas burner flames. Consideration of ignition and quenching processes and flammability limits. *3 credits. Prerequisite: ME 334*

**ME 440 Advanced Fluid Mechanics (same as EID 440 and ChE 440)**

3 credits. Prerequisites: ESC 140 and permission of instructor

**ME 458 Industrial Robots (same as EID 458)**

Basic concepts, techniques, and limitations of modern industrial robots; industrial automation; robot programming languages; definition and description of a robot work space; application of transform and operator matrices in industrial robotics. Student projects include computer programming of forward and inverse kinematics, and application programming with an industrial robot. 3 credits. Prerequisite: ME 151

**ME 493-494 Selected Advanced Topics in Mechanical Engineering**

These courses will deal with current advanced technological developments in various fields of mechanical engineering. Projects and design will be emphasized. 3 credits. Prerequisites: ME faculty permission and graduate standing

**ME 499 Thesis/Project**

Master's candidates are required to conduct, under the guidance of a faculty adviser, an original investigation of a problem in mechanical engineering, individually or in a group and to submit a written thesis describing the results of the work. 6 credits for full year

**Chemistry****UNDERGRADUATE****Ch 110 General Chemistry**

An introduction to the general scientific principles associated with chemistry. This course will deal with fundamental ideas such as the concept of the atom, the molecule, the mole and their applications to chemical problems. The classical topics include: dimensional analysis and significant figures; atomic weights; periodic properties; chemical reactions and stoichiometry; redox reactions; ideal gas law and real gas equations of state; the liquid state and intermolecular forces; solution concentrations; chemical equilibrium and equilibrium constants; acids and bases; solubility equilibria; nomenclature of inorganic and organic compounds. The topics for atomic and molecular properties include: atomic structure and the quantum theory; electronic structure of atoms; the covalent bond and bond properties; molecular geometries and hybridization; molecular orbital theory. 3 credits. Prerequisites: none

**Ch 111 General Chemistry Laboratory**

Methods of quantitative analysis are used to explore chemical reactions and analyze unknowns. Modern chemical instrumentation as well as "classic" wet chemistry analytical techniques are covered. Statistical analysis of the experimental data is used to analyze results. Chemical laboratory safety and industrial chemical regulations are covered, as are the fundamentals of writing a technical report. 1.5 credits. Prerequisite: Ch 110; corequisite: Ch 160

**Ch 160 Physical Principles of Chemistry**

The study of physicochemical properties will be extended and advanced. The laws of thermodynamics, which involve energy, enthalpy, entropy and free energy concepts, will be applied to chemical systems. Other topics include: vapor pressures and colligative properties of solutions; the phase rule; kinetics of homogeneous reactions; electrolytic conductance and electrochemistry. 3 credits. Prerequisite: Ch 110, Ma 111; corequisite: Ch 111

**Ch 231 Organic Chemistry I**

Bond types and strengths, structural theory, bond angles and hybrid bonds; covalent bonds, polarity of bonds and molecules; dipole moments; molar refraction; melting points and boiling points relative to properties and natures of molecules; solubilities based on structures; functional groups; critical temperature, pressure and volume as a function of structure and functional groups, prediction of vapor pressure curves, latent heats. Nomenclature isomers and properties. Resonance and delocalization of charge phenomena; acidity and basicity (Lewis concept). 3 credits. Prerequisite: Ch 160

**Ch 232 Organic Chemistry II**

Extension of Ch 231 to systematic study of aliphatic and aromatic compounds, with emphasis on functional behavior and interpretation of mechanisms and bond types, polyfunctional compounds, carbohydrates and heterocyclic compounds. 2 credits (2 lecture hours). Prerequisite: Ch 231; corequisite: Ch 233

**Ch 233 Organic Chemistry Laboratory**

Laboratory work will cover subject matter studied in Ch 231 and Ch 232, including synthesis and type reactions and identification of organic compounds. 2 credits (4 laboratory hours) Prerequisite: Ch 231

**Ch 251 Instrumental Analysis Laboratory**

Fundamental principles of instrumental methods will be covered, including laboratory applications and limitations in scientific research. Specific methods include electrometric, such as polarography, electro-gravimetry and potentiometry; optical (such as visible and ultraviolet absorption), spectroscopy, emission spectroscopy and infrared spectroscopy; and other techniques such as chromatography and mass spectroscopy shall be included. 2 credits (4 laboratory hours). Prerequisite: Ch 160

**Ch 261 Physical Chemistry I**

With an emphasis on the basic theoretical justifications underlying observed physical phenomena, quantum mechanics will be developed and applied to the study of chemical systems with an emphasis on interpreting spectroscopic data. Modern methods of computational molecular modeling are introduced. Statistical mechanics is introduced as a link between quantum mechanics and thermodynamics. 3 credits. Prerequisites: Ch 160 and Ph 214

**Ch 262 Physical Chemistry II**

Continuation of Ch 261 with emphasis on electrochemistry, chemical kinetics and solid state chemistry. Selected topics. 2 credits. Prerequisite: Ch 261

**Ch 333 Advanced Organic Chemistry**

Modern areas of organic chemistry, including synthesis, structure determination, stereo-chemistry and conformational analysis, reaction mechanisms, photochemistry, conservation of orbital symmetry, molecular rearrangements and other selected topics. Advanced laboratory studies in research problem form. Typical problems would involve studies of the synthesis, structure and properties of organic compounds, utilizing modern instrumental techniques. Independent laboratory work may be arranged. 3 credits. (2 hours of lecture; 4 hours of Laboratory). Prerequisite: Ch 232

**Ch 334 Physical Organic Chemistry**

Molecular orbital theory in organic chemistry, orbital symmetry and stereoelectronic selection rules, rate theory, kinetic isotope effects, carbonium ions and rearrangements, acid-base catalysis, quantitative correlations of reactivity and other selected topics. 3 credits. Prerequisites: Ch 232 and Ch 261

**Ch 340 Biochemistry**

This course in the fundamentals of biochemistry will cover the following: Chemistry of carbohydrates, lipids, amino acids, proteins, and nucleotides; bioenergetics; kinetics and mechanisms of enzymes; and an introduction to molecular genetics, and biochemical dynamics of DNA and RNA. 3 credits. Prerequisites: Bio 101 and Ch 231

**Ch 363 Advanced Physical Chemistry**

Modern applications of physical chemistry and chemical physics are developed. Topics covered include: Quantum and classical statistical mechanics, phase space, and fluctuations. Intermolecular forces and their experimental/theoretical determination. Computational molecular modeling, including ab initio, semiempirical and molecular mechanics predictions of molecular properties, as well as Monte Carlo and molecular dynamics methods. Some projects will require computer programming. Applications to liquids, nanoclusters, polymers, surface adsorbates and biomolecules are considered. Guest speakers from academia and industry are invited to share their perspectives. *3 credits. Prerequisites: Ch 261 and Ch 262, or permission from instructor*

**Ch 364 Solid-State Chemistry**

Solid-state reactions; nucleation and diffusion theory; thin films of elements and compounds; current topics. *3 credits. Prerequisite: Ch 262*

**Ch 365 Chemical Kinetics**

Fundamental study of chemical reaction systems in gaseous and condensed phases; absolute rate theory; collision theory; energetics from molecular and macroscopic viewpoints. Experimental rate techniques, interpretation of experimental data. Reaction mechanisms and models for complex and elementary reactions. Homogeneous and surface catalysis; enzyme-controlled reaction rates. *3 credits. Prerequisite: Ch 262*

**Ch 370 Inorganic Chemistry**

The vast and fascinating chemistry of inorganic compounds and materials will be covered. Atomic structure and the periodic table; molecular symmetry and spectroscopy selection rules; coordination chemistry; ligand-field theory and other electrostatic bonding models; superacids; reaction mechanisms; organometallic chemistry; chemistry of the heavy elements; nuclear chemistry. Chemistry and physics of ionic and molecular solids; atomic and molecular clusters; chemisorption and physisorption of surface-bound species; cage compounds and catalysts; bioinorganic chemistry. A useful course for chemical engineers to extend their knowledge of inorganic chemistry beyond the content of Ch 110. Strongly recommended for students interested in graduate work in chemistry. *3 credits. Prerequisites: Ch 110, Ch 160, Ch 231 and Ch 261*

**Ch 380 Selected Topics in Chemistry**

Study of topics related to specialized areas as well as advanced fundamentals. *2-6 credits. Prerequisite: Chemistry faculty approval required*

**Ch 391 Research Problem I**

An elective course available to any qualified and interested student irrespective of year or major. Students may approach a faculty member and apply to carry out independent research on problems of mutual interest, in pure or applied chemistry. Topics may range from the completely practical to the highly theoretical, and each student is encouraged to do creative work on his or her own with faculty guidance. *3 credits. Prerequisite: permission of research adviser and student's adviser(s)*

**Ch 392 to 398 Research Problem II to VIII**

This is intended to allow students to continue ongoing research. *3 credits each. Prerequisite: permission of research adviser and student's adviser(s)*

**GRADUATE****Ch 440 Biochemistry II (continuation of Ch 340)**

Discussion of metabolism: Glycolysis, Glycogen Metabolism, Transport through membranes including ATP-Driven Active Transport and Ion Gradient-Driven Active Transport, Citric Acid Cycle, Electron Transport and Oxidative Phosphorylation, Lipid Metabolism including Fatty Acid Oxidation and Biosynthesis, Cholesterol Metabolism, Arachidonate Metabolism: Prostaglandins, Prostacyclins, Thromboxanes and Leukotrienes; DNA Repair and Recombination, Eukaryotic Gene Expression including Chromosome Structure, Genomic Organization, Control of Expression, Cell Differentiation. *3 credits. Prerequisite: Ch 340*

**Mathematics****UNDERGRADUATE****Ma 110 Introduction to Linear Algebra**

Vectors in two- and three-dimensions, vector algebra, inner product, cross product and applications. Analytic geometry in three dimensions: lines, planes, spheres. Matrix algebra; solution of system of linear equations, determinants, inverses, complex numbers. *2 credits. Prerequisites: none*

**Ma 111 Calculus I**

Functions; limit of functions, continuity. The derivative and its applications: curve sketching, maxima and minima, related rates, velocity and acceleration in one dimension; trigonometric, exponential, logarithmic and hyperbolic functions. Definite and indefinite integrals; area, the fundamental theorem, techniques of integration. *4 credits. Prerequisites: none*

**Ma 113 Calculus II**

Applications of definite integrals: area, volume, improper integrals, work, arc length, surface area, centroid. Polar coordinates. Parametric curves in two and three dimensions: velocity, speed and accelerations. Partial derivatives and the chain rule, properties of the gradient. Maxima and minima. Sequences and series: convergence of sequences and series, Taylor and Maclaurin series, power series. *4 credits. Prerequisite: Ma 111; prerequisite or corequisite: Ma 110*

**Ma 151.1 Mathematics in Art**

This course deals with the period beginning with Pythagoras in ancient Greece and goes up to the present day. Topics include: Goedel's incompleteness theorem. Euclidean and non-Euclidean geometries, infinity, paradoxes, soap film experiments. Also discussed are black holes, the Big-Bang theory, relativity and quantum theory. The course is open to all Cooper Union students but is primarily oriented toward making the above-mentioned concepts comprehensive to those with very little mathematics in their background. Engineering students should see the Mathematics faculty and their adviser(s) for permission to take this course. The relatedness of seemingly distant fields (science, art, mathematics, music) is a central theme of the course. *3 credits. Prerequisites: none*

**Ma 223 Vector Calculus**

Double and triple integrals and their applications. Vector fields. Gradient, divergence and curl. Line and surface integrals. Theorems of Green, Gauss and Stokes. Path independence of line integrals. *2 credits. Prerequisites: Ma 110 and Ma 113. Usually given in fall and spring semesters*

**Ma 224 Probability**

Sample spaces. Random variables. Probability. Distribution and density functions. Expectation. Mean and variance. Moments and generating function. Central limit theorem. *2 credits. Prerequisite: Ma 113; corequisite: Ma 223. Usually given in both fall and spring semesters*

**Ma 224.1 Probability and Statistics**

This course deals with sample spaces, random variables, probability. Distribution and density functions. Expectation. Mean and variance. Moments and generating function. Central limit theorem. Point estimation. Confidence intervals. Hypothesis tests. Chi-square. ANOVA. Estimations, sampling theory. *3 credits. Prerequisite: Ma 113; corequisite Ma 223*

**Ma 240 Ordinary and Partial Differential Equations**

Ordinary differential equations of the first order. Linear equations of higher order with constant coefficients. Power series solutions. Laplace transformation. Fourier series. Partial differential equations: method of separations of variables, applications to vibration and heat flow. *3 credits. Prerequisite: Ma 113*

**Ma 326 Linear Algebra**

Field, vector space, linear independence, subspace, basis, and dimension. Finite-dimensional vector space theory, including linear transformations, rank, matrix representation, coordinate transformation, systems of linear equations, and matrix algebra. Determinants, eigenvalues, and eigenvectors. Inner product space theory, including orthogonal matrices and quadratic forms. Canonical form. *3 credits. Prerequisite: Ma 223*

**Ma 336 Mathematical Statistics**

Statistical central limit theorem. Decision theory. Estimation: properties of estimators, point estimation, confidence intervals. Hypothesis testing: simple and composite hypothesis, Neyman-Pearson lemma, sequential methods, relationship to estimation. Normal distribution tests: t-test, chi-square, F-test. Introduction to non-parametric methods, regression and analysis of variance.  
3 credits. Prerequisites: Ma 223 and Ma 224

**Ma 337 Operations Research**

Linear programming, simplex method, graphs and network theory, dynamic programming, game theory, queues, variational techniques, duality, Markov chains, Monte Carlo simulation, decision theory. Special topics depending on student interest, possibly including language questions, integer programming, nonlinear programming and topics from mathematical biology, econometrics and other applications of mathematics to the sciences and social sciences.  
3 credits. Prerequisite: Ma 224

**Ma 341 Differential Geometry**

Theory of curves and surfaces, curvature, torsion, mean and Gaussian curvatures length, area, geodesics, 1st and 2nd quadratic forms, conformal mapping, minimal surfaces, tensor formulation and applications.  
3 credits. Prerequisites: Ma 223 and permission of instructor

**Ma 344 Tensor Analysis**

Tensor algebra, covariant and contravariant tensors, metric tensors, Christoffel symbols and applications.  
3 credits. Prerequisite: Ma 326

**Ma 345 Functions of a Complex Variable**

Topological properties of complex plane, complex analytic functions, Cauchy-Riemann equations, line integrals, Cauchy's integral theorem and formula. Taylor series, uniform convergence, residues, analytic continuation, conformal mappings and applications.  
3 credits. Prerequisite: Ma 223

**Ma 347 Modern Algebra**

Sets and mappings, the integers: well ordering, induction residue class arithmetic, Euler-Fermat theorems. Permutation groups: cyclic decompositions. transpositions, conjugate classes of permutations. Abstract groups: morphisms, subgroups, cyclic groups, coset decompositions. Factor and isomorphism theorems. Direct products of groups. Sylow's theorems.  
3 credits. Prerequisite: Ma 326

**Ma 350 Advanced Calculus I**

Sets and functions, topological properties of real line, continuity and uniform continuity, differentiability, mean value theorems, the Riemann-Stieltjes integral and Taylor's theorem.  
3 credits. Prerequisite: Ma 223

**Ma 351 Advanced Calculus II**

Uniform convergence. Differentiation of transformations, inverse and implicit function theorems. Applications to geometry and analysis.  
3 credits. Prerequisite: Ma 350

**Ma 352 Discrete Mathematics**

Relations. Mathematical structures. Number theory. Algorithms. Complexity of algorithms. Cryptology. Recurrence relations. Graph theory. A shortest-path algorithm. Planar graphs. Trees. A maximal flow algorithm. Finite-state automata. Languages and grammars. Turing machines. The Church-Turing thesis. Unsolvable problems.  
3 credits. Prerequisite: Ma 110

**Ma 370 Selected Topics In Mathematics**

This is a seminar course involving discussion of topics in pure or applied mathematics that will be chosen by mutual agreement between the students and the instructor. Students will work independently on projects that may be of special interest to them.  
3 credits. Prerequisites: Ma 326 and permission of the mathematics faculty

**Ma 381 Seminar**

Individual investigation of selected topics in pure or applied mathematics, centered on a subject to be agreed on between students and the faculty leader. Emphasis will be on training in independent reading of mathematical literature, oral presentations and group discussions of the theory and problems. Credits and class hours to be determined by faculty on individual basis. Prerequisite: Ma 223

**Ma 382 Seminar (continuation of Ma 381)**

Credits to be determined by faculty on individual basis. Prerequisite: Ma 381

**Ma 391 Research Problem 1**

An elective course available to qualified upper division students. Students may approach a faculty member and apply to carry out independent research on problems of mutual interest in pure or applied mathematics. Each student is encouraged to do independent creative work with faculty guidance.  
3 credits. Prerequisites: Ma 240 and permission of research adviser

**Ma 392 Research Problem 2 Continuation of Ma 391**

This is intended to allow students to continue ongoing research.  
3 credits. Prerequisites: Ma 391 and permission of research adviser

**GRADUATE****Ma 401 Boundary Value Problems**

Orthogonal polynomials, Fourier series; properties of Legendre polynomials and Bessel functions. Applications to the wave equation and the differential equations of heat transfer in several dimensions.  
3 credits. Prerequisites: Ma 223 and Ma 240

**Ma 402 Numerical Analysis**

Techniques for the solutions of ordinary and partial differential equations, the classical problems of linear algebra, integration and systems of nonlinear equations. Error analysis, convergence and stability theory. Course assignments will include use of computing facilities.  
3 credits. Prerequisites: Ma 223 and Ma 240

**Ma 403 Special Topics in Applied Mathematics**

Introduction to the general theory of partial differential equations; existence and uniqueness of solutions; integral equations; computational techniques using finite-element and probabilistic methods. Other current topics in engineering may be included also.  
3 credits. Prerequisites: Ma 223 and Ma 240

**Ma 415 Wavelets and Multiresolution Imaging (same as ECE 415)**

3 credits. Prerequisites: ECE 114 and Ma 326 or permission of instructor

**Ma 417 Mathematics of Medical Imaging**

Mathematical basis for various medical imaging methods including CT, MRI, PET. Radon transform, tomography (recovery from projections), inverse problems, artifacts and noise. Mathematical physics of related topics such as wave propagation, signal generation and detection, quantum mechanics.  
3 credits. Prerequisites: Ma 240, Ma 326 or permission of instructor

**Ma 470 Selected Advanced Topics in Mathematics**

Selected topics in Mathematics treated at an advanced level. Credits to be determined by Mathematics faculty. Prerequisites: Ma 326 and permission of faculty member

**Physics****UNDERGRADUATE****Ph 112 Physics I: Mechanics**

Static equilibrium, kinematics, Newton's Law's, non-inertial frames of reference, system of particles, work and energy, linear and angular momentum, rigid body motion, conservation laws, oscillation.  
4 credits. Prerequisites: Ma 110, Ma 111; corequisite: Ma 113

**Ph 151 Optics: The Physical Basis of What Is Seen**

This course is intended primarily for students in the Schools of Art and Architecture. It requires little mathematical background, but much interest in such questions as: Why are sunsets red? Why does colorless rain splatter dark on the pavement? How do one-way mirrors work? Topics will include light and color; mirrors, lenses and optical devices; reflection, refraction, absorption, emission, interference, diffraction and polarization of light; addition and subtraction of "color," the visual response of the eye. There also will be special topics based upon student interest. Emphasis will be on scientific concepts and their application to optical and visual phenomena.  
3 credits. Cannot be used to satisfy any degree requirement in the School of Engineering. Prerequisite: none



**Ph 165 Concepts of Physics I**

An introduction to physics with an emphasis on statics and dynamics. *2 credits. Prerequisites: Ma 160, CS 102; corequisite: Ma 163. Cannot be used to satisfy any degree requirement in the School of Engineering*

**Ph 166 Concepts of Physics II (continuation of Ph 165)**

Additional topics include optics, waves and an introduction to structural analysis. *2 credits. Cannot be used to satisfy any degree requirement in the School of Engineering. Prerequisite: Ph 165; corequisite: Ma 164.*

**Ph 213 Physics II: Electromagnetic Phenomena**

Oscillations; transverse and longitudinal waves. Electric fields; Gauss' Law; electric potential; capacitance; D.C. circuits; magnetic fields; Faraday's law; inductance; A.C. circuits; electromagnetic waves. *4 credits. Prerequisite: Ph 112; corequisite: Ma 223*

**Ph 214 Physics III: Optics and Modern Physics**

Geometric and physical optics. Special theory of relativity. The quantum theory of light. The quantum theory of matter. Atomic structure. Nuclear structure and radioactivity. *3 credits. Prerequisite: Ph 213*

**Ph 215 Microcontroller Projects in Physics**

This course will introduce students to the Arduino prototyping platform, diverse sensors and output devices that may be interfaced to the Arduino, and the programming languages ("Arduino" and "Processing") required for stand-alone operation or interaction with an attached PC. A typical project will involve developing hardware and associated software that requires the study of, and ultimately illustrates, basic physics principles—for example, the construction of a self-focusing telescope. Ideally, student projects will be integrated into the physics lecture courses as demonstration apparatus. The basics of circuit theory that are required for this course will be taught to those who have not yet completed Ph 213. (Students need not be skilled programmers or have any prior knowledge of circuits for this course.) *3 credits. Prerequisites: CS102, Ph112, and permission of instructor*

**Ph 235 Physics Simulations**

Students will be taught how to numerically solve ordinary differential equations using 4th order techniques such as *Runge-Kutta* and *Adams-Bashforth-Moulton* in the Python programming language. These techniques will be used to solve diverse physics problems not amenable to simple analytical solution, such as n-body gravitational motion, the motion of charged particles in a magnetic bottle, the behavior of a car's suspension on a bumpy road. Emphasis is placed on physically accurate modeling (e.g. satisfying conservation laws to high accuracy) and the effective use of computer graphics/animation for the presentation of results. (Students need not have significant programming experience for this course.) *3 credits. Prerequisites: CS102, Ph112, Ma113, and permission of instructor*

**Ph 291 Introductory Physics Laboratory**

Physical measurements and analysis of experimental data. The experiments test and apply some basic principles selected from the following fields: mechanics, sound, electromagnetism, optics and modern physics. Experiments and topics may vary each semester. Digital and analog laboratory instruments; computer acquisition and analysis of data. Estimate of systematic and random error, propagation of error, interpretation of results. This course complements three lecture courses, Ph 112, Ph 213, Ph 214. *1.5 credits. Prerequisite: Ph 112; corequisites: Ph 213, Ma 240*

**Ph 327 Topics in Modern Physics**

Seminar course with student participation in several topics of current interest in experimental and theoretical science. *3 credits. Prerequisite: Ph 214*

**Ph 328 Relativity and Electrodynamics**

Introduction to tensors; formulation of electromagnetic theory. Special and general theories of relativity. Topics include space time transformations, electromagnetic stress-energy momentum tensor, four space curvature and gravitational field equations, description of basic experiments, gravitational waves, cosmological models. *2 credits. Prerequisite: PH 214*

**Ph 330/EID 330 Introduction to Neurophysiology and the Biophysics of Neural Computation**

This course will introduce students to the fundamentals of neurophysiology through a combination of traditional classroom instruction and laboratories. Each topic covered will include a physiological introduction, laboratory exploration, physical/mathematical analysis and computer modeling. Topics include biophysics of single neurons (e.g., ion movement through cell membranes, generation of action potentials, synapses and neurotransmitters), Hodgkin-Huxley and other related models of neural excitability, signal detection and signal reconstruction and neural coding in sensory systems. In the laboratories, students will learn a variety of extracellular and intracellular experimental techniques using invertebrate preparations. The class will culminate with an independent project. *3 credits. Prerequisites: Ph 213, Ph 214, Ph 291, Ma 240 and permission of instructor*

**Ph 331 Systems Neuroscience**

This is a lecture, laboratory and discussion course which will explore systems-level functions of the nervous system. Topics include sensory coding and motor control, neural encoding and decoding, learning and memory, dynamics of large networks, computing with population codes, perception and interfacing technology with the nervous system. The laboratories will consist of both computational and experimental exercises with students exploring principles of nervous system design and function. The class will culminate with an independent group project. 2 hours of lecture per week plus give 3 hour lab sessions over the course of the semester. *3 credits. Prerequisite: Ph/EID 330*

**Ph 346 Quantum Physics of Solids**

Why do silicon, calcite and copper have very different properties even though they have similar densities of electrons? The answer is quantum mechanics and its application to band theory. Band theory provides some of the most direct tests of quantum mechanics. The course will develop the theory to explain thermal and electrical properties of everyday materials. We shall see how quantum mechanics and Fermi statistics successfully explained these properties when classical physics could not. The course will provide the concepts and quantum mechanical training needed to understand, for example, the workings of semiconductor devices. It will also provide theoretical understandings of

material properties like thermal and electrical conductivity, optical reflection and transmission coefficients that you have seen in mechanics, E&M and modern physics. Topics covered will include: Drude and Sommerfield Models; Bloch's Theorem and periodic potentials; the nearly free electron model; tight binding model; band structures; semiconductors and insulators; band structure engineering. The mathematics required to understand the concepts will be developed as we go through the topics. *3 credits. Prerequisites: Ph 112, Ph 213, and Ph 214*

**Ph 360 Special Projects in Physics**

Special projects in experimental or theoretical physics. *Credits and prerequisites determined in each case by the physics faculty*

**Ph 370 Astrophysics**

A quantitative introduction to astronomy and astrophysics with an emphasis on understanding the physical processes underlying astronomical phenomena. Topics include: stellar formation, structure and evolution; interacting binaries; white dwarfs; neutron stars and black holes; star clusters; interstellar medium; galactic structure and evolution; quasars and active galactic nuclei; galactic clusters; cosmology. Prior knowledge of astronomy is not necessary. *3 credits. Prerequisite: Permission of instructor*

**GRADUATE****Ph 429 Deterministic Chaos with Engineering Applications**

A simple mathematical formalism explains how a nonlinear system with no random element may be intrinsically unpredictable even when its governing equations are known. The mathematics of chaos (including fractals) will be presented, with applications drawn from mechanical, biological, chemical processes; the weather; electric circuits; lasers; general relativity; models of war; the economy; the spread of epidemics, etc. *3 credits. Prerequisites: Ph 214, Ma 113 (Ma 240 preferred) and CS 102*

**Ph 462 Nuclear Physics**

Historical introduction, relativity kinematics, basic nuclear properties, nuclear chain reactions, phenomenological nuclear models (shell, liquid drop and collective), equation of state (with computer exercises), an overview of particle physics, quantum chromodynamics, standard model, current research topics (neutron stars, big-bang nucleosynthesis, heavy-ion collider experiments).

*3 credits. Prerequisites: Ph 214, Ma 240 and permission of instructor*

**Biology****Bio 101 Biology for Engineers I**

This course will examine in depth the genetics, molecular and cellular biology, pathology, toxins, microbiology and environment as they relate to humans and disease using organ-based or systems biology approaches (e.g., gastrointestinal pulmonary, cardiovascular, urinary endocrine, etc.) Major assignments will be individualized to student's interests and majors when possible. As such, this course will provide the biological fundamentals for further study in biotransport, biochemistry, graduate school in biomedical engineering, etc. Combined with Biology 102 and Biochemistry, it will provide a solid foundation for medical school.

*3 credits (includes lab experience). Prerequisites: Ch 110 and Ch 160 or permission of instructor*

**Bio 102 Biology for Engineers II**

This course will provide human biology fundamentals to springboard into research projects at the intersection of biology and engineering. Topics will include anatomy and physiology of musculoskeletal and other major organ systems not covered in Bio 101, imaging modalities, concepts behind diagnostic and therapeutic surgical procedures, and their limitations, human body repair, artificial organs, tissue engineering, immunology and cancer. Students will develop an extensive biological vocabulary and have requisite knowledge for further study in biomechanics, rehabilitation medicine, biomaterials, bioremediation, etc.

*3 credits. Prerequisite: Sophomore standing preferred, but freshman with AP Biology welcome*

**Computer Science****CS 102 Introduction to Computer Science**

Introduction to Engineering Problem Solving using algorithms and their design. Logics and basic analysis techniques are explored using programming languages C and Python. Students will also master one or more significant engineering design packages such as MATLAB, AUTOCAD, Solid Works, etc. Projects will be assigned.

*3 credits. Prerequisites: none*

**Engineering Sciences****ESC 000.1–000.4 Engineering Professional Development Seminars**

The Engineering Professional Seminars and Workshops offer students an introduction to the profession of engineering as well as aspects of their development as students. The Cooper Union's CONNECT program is an integral part of these courses and provides intensive training in effective communications skills. Additionally, a wide range of topics is covered including ethics, environmental awareness, lifelong learning, career development, interpersonal skills, work-place issues, and professional licensure.

*0 credits. Attendance required by all first and second year students. Pass/Fail grade based on attendance. Failing grade does not affect GPA or ability to graduate and does not appear on the final transcript. Successful completion will be noted on the final transcript.*

**ESC 100 Engineering Mechanics**

Equivalent system of forces, distributed forces; forces in structure; friction forces. Particle and rigid body mechanics; kinematics, kinetics. Newton's laws of motion; work and energy; impulse and momentum.

*3 credits. Prerequisite: Ph 112*

**ESC 101 Mechanics of Materials**

Introduction to solid mechanics; analysis of stress and deformation. Extension; flexure; torsion. Axisymmetric problems, beam theory elastic stability, yield and failure theory.

*3 credits. Prerequisite: ESC 100*

**ESC 110 Materials Science**

The objective of this course is to promote an understanding of the relationship between the molecular structure of a material and its physical properties.

Topics include bonding in atoms and molecules, crystallinity, metals and alloys, polymers, mechanical properties of inorganic materials and composite materials.

*3 credits. Prerequisites: none*

**ESC 110.1 Materials Science for Chemical Engineers**

Understanding relationships among atomic or molecular structures, physical properties and performances of substances. Bonding, crystallinity, metals, alloys and polymers. Mechanical properties of inorganic and composite materials. Selection of materials for process equipment design, its effect on economics. Design concerning effect of corrosion and its prevention.

*3 credits. Prerequisites: ESC 100*

**ESC 120 Principles of Electrical Engineering**

Survey of Electrical Engineering for the non-major. Signal and circuit analysis, DC and AC circuits, transients, frequency response and filters, power systems. Additional topics may be covered as time permits.

*3 credits. Prerequisite: Ma 113*

**ESC 121 Basic Principles of Electrical Engineering**

Selection of topics from ESC 120. This class meets with ESC 120 for the first ten (10) weeks.

*2 credits. Prerequisite: Ma 113*

**ESC 130 Engineering Thermodynamics**

Rigorous development of the basic principles of classical thermodynamics. Zeroth, first and second laws of thermodynamics and their applications to open and closed systems. Analysis of thermodynamic processes, properties of real substances and thermodynamic diagrams.

*3 credits. Prerequisites: none*

**ESC 130.1 Chemical Engineering Thermodynamics**

First law of thermodynamics for closed systems; perfect gases, 2- and 3-phase systems of one component; transient and steady state analyses using the first law of thermodynamics for open systems; second law of thermo-dynamics; introduction to concepts of entropy. Gibbs free energy and Helmholtz free energy; derivation and application of equations describing the auxiliary thermodynamic functions and conditions of equilibrium in imperfect gasses.

*3 credits. Prerequisites: Ch 160 or ESC 170*

**ESC 140 Fluid Mechanics and Flow Systems**

Introductory concepts of fluid mechanics and fluid statics. Development and applications of differential forms of basic equations. Dynamics of inviscid and viscous fluids, flow measurement and dimensional analysis with applications in fluid dynamics. Friction loss and friction factor correlation; design of piping systems.

*3 credits.*

**ESC 141 Transport Phenomena**

A unified approach to the rate processes involved in heat, mass and momentum transfer, including chemically reactive systems; reviews of generalized rate equation, mechanisms of transport processes; equations of continuity, motion and energy; applications to conduction, radiation, convective heat and mass transfer and diffusion; emphasis on the derivation of the applicable differential equations and methods of solving same for both laminar and turbulent flows; macroscopic balances for non-isothermal systems.

*3 credits. Prerequisite: ESC 140*

**ESC 160 Systems Analysis**

An introductory course in the basic concepts and techniques of systems analysis and optimization and their applications to the planning, design and managing of large-scale engineering systems. Topics include production functions, marginal analysis, linear and dynamic programming, decision analysis, project evaluation and selection, systems modeling and economic methods. Methodology is demonstrated through design projects.

*3 credits. Prerequisites: none*

**ESC 161 Systems Engineering**

An introductory course to the mathematical modeling of systems. Topics include mechanical elements and systems, electric circuits and analogous systems, fluid elements and systems, analysis of systems using transfer functions, state space equations, analog simulation and digital simulation. Also covered are block diagrams, Laplace transforms, and linear system analysis. Computer projects will be assigned that will use MATLAB software.

*3 credits. Prerequisites: none*

**ESC 170 Material and Energy**

**Balances** Introduction to the analysis of chemical process systems, using material and energy conservation equations. Estimation of thermodynamics and thermochemical properties of real fluids for engineering calculations. Numerical methods and their implementation on the digital computer for solution of chemical engineering problems.

3 credits. Prerequisite: Ch 160

## Interdisciplinary Engineering

### UNDERGRADUATE

**EID 100 Engineering Drafting and Computer-Aided Design**

Students learn skills in visualizing and documenting engineering designs, and in use of computer-aided design software. This course takes students through a hands-on learning experience in the practice of traditional engineering drafting techniques as well as contemporary computer-aided design tools, such as AutoCAD and SolidWorks. Topics include technical drawing and engineering graphics, conception and visualization of 3D engineering models, parts and assemblies, and detailed generative 2D drawings.

1 credit. Prerequisites: none

**EID 101 Engineering Design and Problem Solving**

Students work on cutting-edge, exploratory design projects in interdisciplinary groups of 20 to 25. Each project has an industrial sponsor/partner who is available for student/faculty consultation and support. Oral and visual presentations as well as formal written reports are required for all projects. Professional competencies, teamwork, human values and social concerns are stressed in the engineering design.

3 credits. Prerequisites: none

**EID 103 Principles of Design**

This course is designed to introduce students from all disciplines to the concepts of rational design. It is open to first-year students and sophomores. In the first part of the course students will learn by hands-on experience the importance of giving attention at the design stage to consideration of accessibility, repair, replacement, choice of materials, recycling, safety, etc. Students will develop the ability to make observations and record them in suitable form for further analysis of the

design process. From this, concepts of "good" design will be developed, and students will be introduced to the formal design axioms and principles. This will lead to the second part of the course which will consist of a comprehensive, realistic design problem. Creativity, intuition and cultivation of engineering "common sense" will be fostered within the framework of design principles and axioms. The course will constitute a direct introduction to the disciplines in their interdisciplinary context.

3 credits. Prerequisite: EID 101

**EID 105 Drawing and Sketching for Engineers (same as ME 105)**

This course introduces engineering students to the fundamentals of free-hand drawing and sketching with an emphasis on the interpretation and communication of insights, concepts and dimensioned solutions. Drawings and sketches are often the first steps in innovative engineering solutions and invention. The primary goal of this course is to provide a comprehensive foundation in traditional drawing and sketching methods for engineers.

2 credits. Prerequisites: none

**EID 110 Engineering Design Graphics**

This course is for students who are well versed in basic AutoCAD and want to develop their 3D modeling skills plus learn how to customize the system. Course work includes writing custom AutoCAD menus and programs that are useful for the various engineering disciplines, using the Lisp programming language. Students will be given a number of 3D modeling assignments throughout the semester, building up to a final term project that utilizes their 3D modeling skills as well as their programming and customization knowledge.

3 credits. Prerequisite: permission of instructor

**EID 120 Foundations of Bioengineering**

An introduction to the engineering study of biological systems. Basic physiochemical and organization principles applicable to biological systems. Topics include membrane structure and function, physiology of the circulatory system, and an introduction to biorheology and biological transport phenomena.

3 credits. Prerequisite: Ch 160

**EID 121 Biotransport Phenomena**

Engineering principles are used to mathematically model momentum, heat and mass transfer processes that occur in biological systems. After a general introduction to human anatomy and physiology, topics examined include blood rheology, circulatory system fluid dynamics, whole body heat transfer, vascular heat transfer, oxygen transport in tissue and blood, pharmacokinetics and the design of an artificial kidney (hemodialysis).

3 credits. Prerequisite: junior standing

**EID 122 Biomaterials**

A study of both natural and synthetic materials, especially those for orthopaedic applications. Mechanical properties, design considerations, biocompatibility, potential for allergic response and carcinogenic ramifications, mechanical compatibility and effects of long-term implantation. Metallics, ceramics and polymers. Relative advantages and disadvantages of various materials. Materials for cardiovascular applications. Corrosion and chemical degradation.

3 credits. Prerequisite: permission of instructor

**EID 123 Biosystems and Instrumentation**

Introduction to mathematical modeling and the formulation of analogs for biological systems. Electrical aspects of nerve signals, coupled with their analysis and measurement. Design and construction of electro-cardiographic systems. Computer analysis of electro-cardiograms. Applications of systems theory to various physiological subsystems including muscle response and pupillary-retinal response. Laboratory work required.

3 credits. Prerequisite: Superior grades or at least one course in control theory. Suggested for seniors only

**EID 124 Injury Biomechanics and Safety Design**

Frequency and severity of common injuries. Mechanisms of musculoskeletal, soft tissue and brain injuries. Injury criteria, reference values and their role in safety design. Experimental and computational methods for safety design and accident reconstruction. Automotive safety. Biomechanical test dummies. Seatbelts, airbags, and energy absorbing structures and materials. Repetitive stress injuries and occupational health. Government regulation and legal liability. Expert witness practice and qualifications.

3 credits. Prerequisites: ESC 100 and ESC 110

**EID 125 Biomechanics**

An in-depth treatment of orthopaedic biomechanics, including freebody analysis applied to the musculoskeletal system, applied statics, dynamics and kinematics. Clinical problems relating to biomechanics. Lubrication theory applied to hard and soft tissues. Mechanical testing of tissue, including both static tests and dynamics tests. Tensor treatment of kinematic motions. Extensive reference to current literature. Muscle function, evaluation and testing. Exploration of the concepts of development of muscular power, work and fatigue.

3 credits. Prerequisites: ESC 100 and permission of instructor

**EID 131 Energetics (same as ME 131)**

3 credits. Prerequisite: ESC 130

**EID 133 Air-Conditioning, Heating and Refrigeration (same as ME 133)**

3 credits. Prerequisites: ESC 130 and ESC 140

**EID 140 Environmental Systems Engineering (same as CE 141)**

3 credits. Prerequisite: permission of instructor

**EID 141 Air Pollution Control Systems**

System design for particulate, gas and vapor recovery. Study of dynamics of particulate behavior in fluid stream, Brownian motion, interception, inertial impact; target geometry and effects, nucleation and particle growth; energy consumption and collection efficiency. Diffusional operations studies, transfer unit requirements. Kinetics of diffusion in gas-gas, gas-liquid, gas-solid and gas-extended surface systems. Unsteady-state behavior, surface renewal; wave-front analysis. Effect of fluid dynamics. Energy consumption related to transfer units. Fundamentals of mechanisms in real systems. Design problems.

3 credits. Prerequisites: none

**EID 142 Water Resources Engineering (same as CE 142)**

4.5 credits (3 hours of lecture, 3 hours of laboratory). Prerequisite: ESC 140

**EID 153 Mechatronics (same as ME 153)**

**EID 160 Acoustics, Noise and Vibration Control**

Interdisciplinary overview of acoustics and its applications in industrial and environmental noise control, acoustics of buildings, vibration systems and control. Topics include: sound levels, decibels and directivity, hearing, hearing loss and psychological effect of noise, noise control criteria and regulations, instrumentation, source of noise, room acoustics, acoustics of walls, enclosures and barriers, acoustics materials and structures, vibration control systems; design projects.

*3 credits. Prerequisite: permission of instructor*

**EID 165 Sound and Space (same as ME 165)**

Basics of acoustics, including sound waves, room and hall acoustics and metrics of sound. Audio engineering, including microphones, signal processors, amplifiers and loudspeakers. Skills and techniques using Pro Tools brand audio editor system to create original sonic and musical compositions. Public exhibition of an electronic music program.

*3 credits. Prerequisite: permission of instructor*

**EID 170 Engineering Economy**

Comparison of alternatives in monetary terms; meaning and use of interest rates; results evaluation including intangibles; risk in alternatives; principles underlying the determination of economic life; depreciation and depreciation accounting; financing business ventures; financial statement analysis; replacement of capital assets.

*3 credits. Prerequisite: Ma 113*

**EID 176 Legal and Ethical Aspects of Engineering**

A survey of the courts and their jurisdiction; civil and criminal law; equity jurisprudence; expert witness, contracts and the importance of business law to the engineer. Other topics include patents, trademarks and copyrights; product liability; unfair competition; professional ethics and professional advancement.

*3 credits. Prerequisites: none*

**EID 300 Special Research Project**

Students will work on individual projects in engineering under supervision of faculty. Problems will vary according to individual interest. permission to register is required from the Office of the Dean of Engineering. Students on academic probation are ineligible for registration.

*3–6 credits. Prerequisite: permission of faculty and dean's office*

**EID 311 Production Automation**

Concepts and principles of automated production lines; analysis of high volume, discrete parts production systems in metal working industry; partial automation; mechanized assembly systems. Features of numerically controlled machine tools, NC part programming, control loops of NC systems, computerized numerical control, adaptive control system, group technology, flexible manufacturing systems, application of manufacturing engineering principles to optimize manufacturing process flow. Student projects with emphasis upon design and application.

*3 credits. Prerequisite: CS 102*

**EID 312 Manufacturing Engineering (same as ME 312)**

*3 credits. Prerequisite: EID 101*

**EID 313 Science of Material for Engineering Design (same as ME 313)**

*3 credits. Prerequisite: ESC 110 or ESC 110.1*

**EID 320 Special Topics in Bioengineering**

Seminars on topics of current interest in biotechnology.

*3 credits. Prerequisites: a basic understanding of engineering mechanics and materials and permission of instructor. May be repeated*

**EID 325 Science and Application of Bioengineering Technology**

The overall purpose of the course is to provide the student with a general overview of the scope of bio-engineering. The major areas in the course are design in biomedical engineering, tissue engineering, medical imaging, cardiovascular, vision, rehabilitation, musculoskeletal system, robotic surgery and medical business.

*3 credits. Prerequisite: permission of instructor*

**EID 326 Ergonomics**

Principles of human-machine interactions with emphasis on the design of the workplace/machine, for maximum output or minimum risk to the operator. Mechanics of injury; case studies.

*3 credits. Prerequisite: EID 120*

**EID 327 Tissue Engineering**

Tissue Engineering involves the application of engineering and the life sciences to gain a fundamental understanding of structure-function relationships in normal and pathological tissues and the development of biological substitutes to restore, maintain or improve tissue functions. This course will provide an introduction to the science, methods and applications of tissue engineering. Topics include quantitative cell biology, tissue characterization, engineering design and clinical implementation.

*3 credits. Prerequisites: working knowledge of engineering fundamentals, senior standing or instructor approval*

**EID 330 Introduction to Neurophysiology and the Biophysics of Neural Computation (Same as Ph 330)**

*3 credits*

**EID 331 Systems Neuroscience (Same as Ph 331)**

*3 credits*

**EID 333 Renewable Energy Technologies**

This course is designed as an introduction to renewable energy technologies, with special focus on wind energy, kinetic hydropower and solar energy. The course will address both the current technological status and the commercialization challenges facing each sector, including licensing, deployment, distribution and economic feasibility issues. Guest lectures by industry experts and field trips to various technology sites are planned. The course is open to all engineering juniors and seniors.

*3 credits. Prerequisite: junior or senior standing*

**EID 356 Digital Control and Non-linear Control (same as ME 356)**

*3 credits. Prerequisite: ME 151*

**EID 357 Sustainable Engineering and Development**

Sustainable engineering is examined, starting with an analysis of resources, (materials, energy, water) upon which manufacturing is based. Each resource is critically examined in terms of its availability and form and the ultimate impact of its usage on the state of the planet. A comparison of the design and construction of contemporary and primitive structure is used to illustrate the differences between the required infrastructure and environmental footprint, leading to a definition of "green" design. The technologies required to support contemporary

lifestyles in the developed and the developing world are discussed within the context of manufacturing techniques, usage of natural resources and the generation of waste. Workshops, guest lectures and a term project incorporating the concepts of minimalism, materials usage, and aesthetic design are used to present students with a unique perspective engineering.

*3 credits. Prerequisite: material covered in core engineering science and mathematics in Freshman and Sophomore years*

**EID 362 Interdisciplinary Senior Project I**

Individual or group design projects in interdisciplinary areas of engineering. These projects are based on the interest of the students and must have the approval of their adviser(s) and course instructor. Periodic and final engineering reports and formal presentations are required for all projects. In addition to technical aspects projects must also address some of the following: economic feasibility environmental impact social impact, ethics, reliability and safety.

*3 or 4 credits. Prerequisite: students are required to have completed necessary preparatory engineering courses related to the project topic*

**EID 363 Interdisciplinary Senior Project II Continuation of EID 362**

*3 or 4 credits. Prerequisite: EID 362*

**EID 364 Interdisciplinary Engineering Research Problem**

An elective course, available to qualified upper division students. Students may approach a faculty mentor and apply to carry out independent or group projects in interdisciplinary fields.

*3 credits. Prerequisite: permission of adviser(s)*

**EID 365 Engineering and Entrepreneurship**

Students will learn the fundamentals of being an entrepreneur and operating a successful business. From its original idea to the open market, students will choose an engineering related project or service and learn the principles of accounting, marketing, managing, financing, and continuing research. Students are required to choose their own service or product and write a business plan as their final project. Lectures include case studies on the various projects and guest speakers from the industry. Readings include articles from journals and textbooks.

*3 credits. Prerequisite: EID 101*

**EID 370 Engineering Management**

An exploration of the theories and techniques of management beginning with the classical models of management and continuing through to Japanese and American contemporary models. The course is specifically directed to those circumstances and techniques appropriate to the management of engineering. Lecture, discussion and case studies will be used. *3 credits. Prerequisite: permission of instructor*

**EID 371 Operations Management**

An in-depth exploration of specific problems and techniques applicable to the management of production and large operating systems (e.g., engineering projects). The specific problems of demand analysis, capacity planning, production and inventory planning as well as scheduling and progress control will be presented. In addition, the concepts of total quality management, material requirements planning and statistical quality control will be presented. The presentation will include lectures and case problems. *3 credits. Prerequisite: EID 370*

**EID 372 Global Perspectives in Technology Management**

Current global political, social and economic developments and future trends as they relate to technology management are discussed. Students learn to address issues of international technology transfer, multinational sourcing, quality control, diverse staff management, environmental considerations, etc. Working in teams on case studies and projects, students learn to conduct international negotiations and develop solutions to complex business problems. Special emphasis is placed on team cooperation and personal leadership. Oral presentations and written reports are required. *3 credits. Prerequisite: EID 101*

**EID 373 Patent Law**

In this course a student will study patent law in detail: the requirements for obtaining a patent ("utility, novelty and non-obviousness"); "trade secrets" as an alternative to patent protection; computer software and "business methods" as patentable subject matter. The class will focus on the theoretical (patent cases from the U.S. Supreme Court and the Federal Court, the patent statute, 35 U.S.C.) and the practical (analysis of issued patents; individual and group exercises in drafting and critiquing patent claims, familiarity with the Manual of Patent Examining Procedure). The course is open to juniors, seniors, graduate students and faculty. *3 credits. Prerequisite: permission of instructor*

**EID 374 Business Economics**

In this course, the class will carry out a real-time forecast of the U.S. economy and explore its implications for the bond and stock markets. The course will build upon principles of both macro- and micro-economics. It will provide an introduction to the work done by business economists and the techniques they use. Students will become familiar with the database looking for relationships between key economic variables, and studying movements in interest rates over the period 1960-present. The class will be divided into teams of two students with each team choosing a particular aspect of the economy to forecast. The class will also work with various leading indicators of economic activity and will prepare forecasts of the key components of gross domestic product and other important variables. A formal presentation of the economic with invited guests from the Wall Street investment world will take place. To put forecasting exercise in context, there will be class discussions of business cycles, credit cycles, long waves in inflation and interest rates and the impact of the Internet on the economy and the stock market. *3 credits. Prerequisite: either S 334, S 347, EID 170 or permission of instructor*

**EID 376 Economics of Alternative Energy**

The goal of this course is to explore the economics of alternative energy technologies. As always, engineering considerations determine the feasibility of any technology while economics determine the practicality of the technology in the likely environment of the next five years. The students participating in this course will explore a wide range of alternative energy technologies. It is expected that their analyses will combine both economic and engineering principles in an interesting and creative way. Each student will choose a particular technology to analyze in depth: wind, solar-photovoltaic, passive solar, geothermal, bio-fuels, etc. There will be periodic presentations of their work to the class as a whole. One goal of these class discussions will be to highlight the advantages and disadvantages of the various technologies. At the end of the semester, there will be a formal presentation of the students' conclusions to an audience of Cooper faculty, industry experts and Wall Street analysts. *3 credits. Prerequisite: EID 170, EID 374, or permission of the instructor*

**GRADUATE****EID 410 Materials and Manufacturing Processes (same as ME 410)**

*3 credits. Prerequisite: permission of instructor*

**EID 414 Solid Waste Management (same as CE 414)**

*3 credits. Prerequisite: permission of instructor*

**EID 420 Axiomatic Design**

An interdisciplinary design course open to graduates and senior undergraduates. Axiomatic design theory and methodology provide a systematic and scientific basis for making design decisions. Axioms, corollaries and theorems give designers a firm basis for conceptualizing design issues, eliminating bad design ideas during the conceptual stage, choosing the best design among those proposed and improving designs. The Independence Axiom and its implications together with the Information Axiom and its implications form the foundation of this approach. Basic concepts and methodologies will be illustrated by case studies taken from many different fields. Project required. *3 credits. Prerequisite: permission of instructor*

**EID 421 Rehabilitation Engineering**

Rehabilitation engineering is the application of engineering principles, technical expertise and design methodology in the development and provision of assistive technology, to help a person with a disability achieve his or her goals. Topics include the design of rehabilitation devices, human factors, client assessment, workplace assessment, high- and low-tech assistive devices and alternative and augmentative communication devices. Students will conduct research and design and lubricate custom assistive devices. Interdisciplinary teams will be encouraged. *3 credits. Prerequisite: permission of instructor*

**EID 422 Finite Element Methods (same as CE 422)**

Shape functions and generalized displacements. Assemblage of elements, Convergence criteria. Triangular, rectangular and quadrilateral elements in plane stress and strain. Isoparametric formulations. General Solids. Hexahedral and tetrahedral elements. Flexure in plates. General solids. Natural Coordinates. Special applications in blast mitigation design. Computer codes. *3 credits. Prerequisite: CE 122 or ME 100*

**EID 423 Measurement of Human Performance**

Application of advanced engineering principles to the design of systems to evaluate muscle groups for strength, endurance and range of motion. Topics include isometric, isokinetic and sensibility testing; biofeedback, and strategies to minimize "faking." Students will conduct intensive research and design and fabricate a device to evaluate a single muscle group. Interdisciplinary teams will be encouraged. *3 credits. Prerequisite: permission of instructor*

**EID 424 Bioengineering Applications in Sports Medicine**

Application of engineering principles to athletic performance and injury. Topics include athletic training; mechanical causes of sport injuries; methods of injury prevention; design of protective and prophylactic sport devices; proper application of wound dressing, taping and bandaging; first aid for musculoskeletal sports injuries and healing and rehabilitation. Students will work in teams on case studies and projects. *3 credits. Prerequisite: permission of instructor*

**EID 430 Thermodynamics of Special Systems (same as ChE 430 and ME 430)**

Thermodynamic analyses of solid systems undergoing elastic strain and of magnetic, electric and biological systems. Equations of state for these and other fluid and non-fluid systems. Thermodynamics of low temperature systems. Recent advances in obtaining real fluid and solid properties. *3 credits. Prerequisite: ChE 131 or ME 130*

**EID 435 GeoEnvironmental Engineering (same as CE 435)**

Discussion of pertinent regulations and regulatory programs relevant to contaminated soil. Identification and characterization of contaminated soils, discussion of current treatment technologies both ex-situ and in-situ. Geotechnical design of waste facilities, the closure and improvement of waste facilities and construction on waste. Utilization of waste for engineering purposes, the reuse and recycling of contaminated soil. *3 credits. Prerequisites: ESC 140, CE 141, CE 131 and permission of instructor*

**EID 437 Sustainability & Environmental Impact Assessment (same as CE 437)**

**EID 438 Industrial Waste Treatment Design (same as CE 440)**

3 credits. Prerequisite: permission of instructor

**EID 439 Water and Wastewater Technology (same as CE 441)**

3 credits. Prerequisite: permission of instructor

**EID 440 Advanced Fluid Mechanics (same as ChE 440 and ME 440)**

Introduction to the fundamental constitutive relations and conservation laws of fluid mechanics. Steady and transient velocity distributions of viscous flow. Stream functions, potential flow, and creeping flow. Boundary layer theory. Modeling of turbulent flow. Special topics may include: hydrodynamic stability, vorticity dynamics and mixing, waves in fluids, airfoil theory, lubrication theory, compressible flow, multiphase flow, bubbles and droplets, non-Newtonian flow, and computational fluid dynamics.

3 credits. Prerequisite: ESC 140

**EID 441 Advanced Heat and Mass Transfer (same as ChE 441)**

Introduction to the energy equation. Steady and transient heat transfer by conduction. Convective heat transfer. Energy transport in flowing media. Free convection. Conservation of species equation. Fick's law of binary diffusion. Mass transfer with simultaneous homogeneous or heterogeneous reaction. Multicomponent heat and mass transfer. Stefan-Maxwell equations for multicomponent diffusion. Simultaneous heat and mass transfer. Transport in electrolyte solutions. Special topics may include: membrane separation processes, drug delivery and controlled release, turbulent heat and mass transfer, boundary layer heat and mass transfer, and chemically reacting flows.

3 credits. Prerequisite: EID 440 or ChE 440

**EID 446 Pollution Prevention of Minimization (same as CE 446)**

3 credits. Prerequisite: permission of instructor

**EID 447 Sustainability and Pollution (same as ChE 447)**

3 credits. Prerequisite: permission of instructor

**EID 448 Environmental and Sanitary Engineering (same as CE 448)**

3 credits. Prerequisite: permission of instructor

**EID 449 Hazardous Waste Management (same as CE 449)**

3 credits. Prerequisite: permission of instructor

**EID 452 Principles of Interactive Computer Graphics**

Point plotting, line drawing and raster graphics techniques. Two-dimensional transformations, clipping and windowing, graphical input devices and techniques. Graphics data structures and display lists. Principles of three-dimensional representation and solid modeling concepts. Specialized computer architectures for graphics. User interface design. Each student will undertake a design project to realize some aspect of the course material, related to his or her area of specialization. (This course will be limited to 8 students.)

3 credits. Prerequisite: ECE 161

**EID 470/CE 470 Urban Security**

Design of urban systems to protect against terrorism. Analysis of blast loads. Blast mitigation design considerations. Technology transfer; military/defense to civilian sector. Response spectra. Pressure/impulse diagrams. Stand off distances. Blast mitigation measures for buildings, bridges and tunnels. Prevention of progressive collapse in tall buildings. Design of glazing. Retrofit upgrade of existing urban infrastructure. Building code and insurance issues.

3 credits. Prerequisites: CE 122 or ME 101 and permission of instructor

**EID 480 Challenges Facing Engineering Start-ups in Innovative Technologies**

This course will address the various issues facing engineering start-ups in innovative technologies such as urban security engineering businesses, distributed electric generators, bio-medical engineering businesses. Topics include definition of mission and core values, business plans financing strategies, marketing considerations, intellectual property issues, employee relations and regulatory hurdles. The course will feature guest speakers with first-hand experience in relevant start-ups.

3 credits. Prerequisite: Open to seniors and graduate students

**EID 481 Environmental Economics**

How environmental regulations affect economic growth. Analytical framework and tools: valuing the environment for decision making; marginal damage function and marginal abatement cost; risk assessment; alternatives assessment; cost-benefit analysis; cost-effectiveness; distributive equity; precautionary principle. Issues relating to air, water, energy and materials. Environmental health issues. Creation of markets for new technologies.

3 credits. Prerequisite: permission of instructor

**EID 488 Convex Optimization Techniques (same as ChE 488)**

Techniques.

3 credits. Prerequisites: ChE 151 or ESC 161, Ma 326 (co-enrollment is fine) and permission of instructor

## FACULTY

### Administration

Teresa A. Dahlberg  
*Dean, Albert Nerken School of Engineering*

George J. Delagrammatikas,  
*Acting Associate Dean*

Christopher Lent  
*Director of Academic Computing  
Assistant to the Dean for  
Student Advisement*

Gerardo del Cerro, *Director,  
Assessment and Evaluation*

Daria Sapienza  
*Administrative Associate to the Dean*

Maureen Deol, *Secretary,  
Electrical Engineering,  
Mathematics and Physics Faculties*

Elizabeth Leon, *Secretary,  
Chemical Engineering and  
Chemistry Faculties*

Maria Jimenez, *Secretary,  
Civil and Mechanical  
Engineering Faculties*

### Audio-Visual Resource Access Center (AVRAC)

Paul Tummolo, *Multimedia specialist*

Sara Foley, *Senior Audio-Visual  
Technician*

Bernie Brandell, *Technician*

### Department of Information Technology

Robert P. Hopkins  
*Chief Technology Officer and  
Director of the Computer Center;  
Associate Professor of Mathematics*

Gearoid Dolan, *Senior Academic  
Associate (Art)*

Jeff Hakner, *Assistant Director  
of Telecommunications*

Ian Hochstead, *Information Technology  
Support Specialist*

John A. Kibbe, *Associate Director  
of Administrative Systems*

Christopher Lent, *Assistant Director  
of Academic Computing*

Paul Tummolo, *Manager of Multimedia*

Brian Cusack, *Senior Systems  
Software Engineer*

Wayne Adams, *Senior Technician*

Dennis Delgado, *Technical Assistant*

John Enxuto, *Technical Assistant*

Nelson Figallo, *Technical Assistant*

Marget Long, *Technical Assistant*

Lawrence Mesich, *Technical Assistant*

Keith Ng, *Senior Academic Support  
for Architecture and Engineering*

### C.V. Starr Research Foundation

Jamshed Bharucha, C.E.O.

Yashodhan C. Risbud, *Director*

Robert Dell, *Research Fellow*

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B.A., Kalahandi College, India;  
M.A., Sambalpur University, India;  
M.A., Ph.D., SUNY at Stony Brook

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*George Fox Professor of Urban  
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of Civil Engineering*  
B.S., Punjab University, Pakistan;  
M.S., University of Hawaii;  
Ph.D., University of Pennsylvania

Paul M. Bailyn  
*Professor of Mathematics*  
B.M.E., The Cooper Union;  
M.S., Ph.D., New York University,  
Courant Institute of Mathematical  
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M.S., Lehigh University;  
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of Technology

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Institute of Mathematical Sciences;  
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B.S.C.E., M.S.C.E., Ph.D., Polytechnic  
University; P.E.

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M.S., Ph.D., Columbia University

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B.Sc., University of Lagos;  
M.A.Sc., Ph.D., University  
of British Columbia

George W. Sidebotham  
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B.S., Trinity College;  
M.A., Ph.D., Princeton University

Richard J. Stock  
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B.Sc.(Hons), University of  
Nottingham, England;  
M.S., Ph.D., West Virginia University

Robert Q. Topper  
*Professor of Chemistry*  
B.S., Florida State University;  
M.S., M. Phil., Ph.D. Yale University

Cosmas Tzavelis  
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Diploma, National Technical University  
of Athens, Greece;  
M.S., M.Phil., Ph.D., Columbia  
University; P.E.

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M.A., Ph.D., Moscow State University,  
USSR

Chih-Shing Wei  
*George Clark Professor of Mechanical  
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B.S., National Chung Hsing  
University, Taiwan;  
M.S., SUNY at Buffalo; Ph.D., Georgia  
Institute of Technology

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*Professor and Chair of Physics*  
B.S., SUNY at Stony Brook;  
M.A., Ph.D., University of Texas;  
J.D. Yeshiva University (CSL)

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*Professor of Civil Engineering*  
Diploma, National Technical University  
of Athens, Greece;  
M.S., New York University;  
Ph.D., Polytechnic University; P.E.

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Mechanical Engineering*  
B.S.M.E., Michigan Technological  
University;  
Ph.D., University of Michigan

George J. Delagrammatikas  
*Associate Professor of  
Mechanical Engineering*  
B.S.M.E., Massachusetts Institute  
of Technology;  
M.S.M.E., Ph.D., University  
of Michigan

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*Associate Professor of Mathematics*  
B.S., St. Joseph's College, Indiana;  
M.B.A., Fordham University

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*Associate Professor of  
Electrical Engineering*  
B.E., M.E., The Cooper Union;  
Ph.D., Brown University

Carl Sable  
*Associate Professor of  
Computer Engineering*  
B.S.E.E., Princeton University;  
M.S., Ph.D., Columbia University

Ruben Savitzky  
*Associate Professor of Chemistry*  
B.E., The Cooper Union;  
M.S., Ph.D., Yale University

Robert W. Smyth  
*Associate Professor of Mathematics*  
B.S., The Cooper Union;  
M.S. New York University;  
Ph.D., Rutgers University

David M. Wootton  
*Associate Professor of  
Mechanical Engineering*  
B.S.M.E., Cornell University;  
M.S., Massachusetts Institute  
of Technology;  
Ph.D., Georgia Institute of Technology

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*Assistant Professor of  
Chemical Engineering*  
B.S., Cornell University;  
Ph.D., U.C.L.A.

Sam Keene  
*Assistant Professor of  
Electrical Engineering*  
B.S., Boston University;  
M.S., Columbia University;  
Ph.D., Boston University

Daniel H. Lepek  
*Assistant Professor of  
Chemical Engineering*  
B.E., The Cooper Union;  
Ph.D., New Jersey Institute of  
Technology

Eric G. Lima  
*Assistant Professor of Mechanical Engineering*  
B.A., SUNY Purchase;  
B.E., The Cooper Union;  
Ph.D., Columbia University

Stanislav Mintchev  
*Assistant Professor of Mathematics*  
B.S., George Washington University;  
M.S., Ph.D., New York University,  
Courant Institute of Mathematical  
Sciences

### Adjunct Professors

*As of time of publication,  
for Fall 2013 semester only*

Zinoviy Akkerman  
*Adjunct Professor of Physics*  
M.S., Novosibirsk State University,  
Russia;  
Ph.D., Institute of Semiconductor  
Physics, Russia

Peter Bastos  
*Adjunct Professor of Chemistry*  
B.S., Rutgers University;  
M.S. Stevens Institute;  
Ph.D. University of Nijmegen, Holland

Robert Barrett  
*Adjunct Associate Professor  
of Industrial Engineering*  
B.E., Pratt Institute;  
M.S., New York University

Alan D. Berenbaum  
*Adjunct Professor of  
Computer Engineering*  
B.A., Yale University;  
M.A., Princeton University

Scott N. Bondi  
*Adjunct Professor of  
Mechanical Engineering*  
B.S., Polytechnic University;  
M.S., Ph.D., Georgia Institute  
of Technology

Dong Chang  
*Adjunct Professor of Civil Engineering*  
B.E., M.E., The Cooper Union;  
Ph.D., Columbia University; P.E.

Bryan Conroy  
*Adjunct Professor of  
Electrical Engineering*  
B.E., M.E., The Cooper Union;  
Ph.D., Princeton University

Sean Cusack  
*Adjunct Assistant Professor  
of Computer Science*  
B.S., The Cooper Union

Brian Cusack  
*Adjunct Associate Professor  
of Mechanical Engineering*  
B.E., M.E., The Cooper Union

Partha P. Debroy  
*Adjunct Professor of Physics*  
B.S., M.S., Calcutta;  
M.S., Ph.D., Carnegie Mellon  
University

Robert Dell  
*Adjunct Professor of Mechanical  
Engineering;*  
*Director, Center for Innovation and  
Applied Technology*  
B.S., SUNY Oneonta;  
M.F.A., SUNY New Paltz

Jeff Hakner  
*Adjunct Professor of Electrical  
Engineering*  
B.E., M.E., The Cooper Union

Adam Hapij  
*Adjunct Associate Professor  
of Civil Engineering*  
B.E., M.E., The Cooper Union;  
P.E.

Lawrence S. Hausman  
*Adjunct Professor  
of Electrical Engineering*  
B.E., The Cooper Union;  
M.S., Polytechnic University

Timothy R. Hoerning  
*Adjunct Professor  
of Electrical Engineering*  
B.E., M.E., The Cooper Union

Neil Jackman  
*Adjunct Professor of  
Electrical Engineering*  
B.E., SUNY;  
M.S.E.E., Columbia University;  
Ph.D., Stevens Institute of Technology

Kevin S. Kolack  
*Adjunct Professor of Chemistry*  
B.S., University of Virginia;  
Ph.D., Indiana University

Steven Kreis  
*Adjunct Associate Professor of Physics*  
B.S., University of Missouri;  
M.S., Hunter College

Ian J. Kremenic  
*Adjunct Professor  
of Biomedical Engineering*  
B.E., M.E., The Cooper Union

Lembit Kutt  
*Adjunct Professor of  
Mechanical Engineering*  
B.E., The Cooper Union;  
M.S., M.Phil., Ph.D., Columbia  
University

Lawrence Lennon  
*Adjunct Professor of Civil Engineering*  
B.E., The Cooper Union  
M.B.A., New York University  
M.S. Polytech Institute of NYU, P.E.

Christopher P. Lent  
*Adjunct Associate Professor  
of Computer Science*  
B.E., M.E., The Cooper Union

Ericson Mar  
*Adjunct Associate Professor  
of Mechanical Engineering*  
B.E., M.E., The Cooper Union

Robert Marano  
*Adjunct Professor  
of Electrical Engineering*  
B.E., The Cooper Union;  
M.S.E.E., University of Pennsylvania

Karl Orishimo  
*Adjunct Associate Professor of  
Biomedical Engineering*  
B.S.E., University of Pennsylvania;  
M.S., University of Virginia

Yashodhan C. Risbud  
*Adjunct Professor  
of Electrical Engineering*  
B.E., M.E., The Cooper Union

Eric Schweitzer  
*Adjunct Associate Professor  
of Mathematics*  
B.S., M.A., SUNY Stony Brook

Omar A. Sharafeddin  
*Adjunct Professor of Chemistry*  
B.S., Baylor University;  
Ph.D., University of Houston

Stanley M. Shinnars  
*Adjunct Professor of  
Electrical Engineering*  
B.E.E., CUNY City College;  
M.S.E.E., Columbia University; P.E.

Marco Shmerykowsky  
*Adjunct Professor of Civil Engineering*  
B.E., M.E., The Cooper Union, P.E.

Robert Smilowitz  
*Adjunct Professor of Civil Engineering*  
B.E., The Cooper Union;  
Ph.D., University of Illinois; P.E.

Daniel M. Speyer  
*Adjunct Professor of  
Mechanical Engineering*  
B.E., M.E., Ph.D., New York University

Leonid Srubshchik  
*Adjunct Professor of Mathematics*  
B.S., M.S., Rostov State University,  
USSR;  
Ph.D., FSU Institute of Mathematics,  
USSR

Thomas Synnott, III  
*Adjunct Professor of  
Industrial Engineering*  
B.A., Williams College;  
M.A., Ph.D., Yale University

Nina Tandon  
*Adjunct Professor of Electrical  
Engineering*  
B.E., The Cooper Union  
M.S., MIT  
Ph.D. Columbia University

Leonard Tevlin  
*Adjunct Professor of Physics*  
B.S., Moscow University;  
M.Phil, Ph.D., New York University

Steven Ungar  
*Adjunct Professor of  
Mechanical Engineering*  
B.E., The Cooper Union;  
M.S., Ph.D., Stanford University

Joseph Viola  
*Adjunct Associate Professor  
of Civil Engineering*  
B.E., M.E., The Cooper Union;  
P.E.

Samuel Wiener  
*Adjunct Professor of Chemistry*  
B.S., M.A., Brooklyn College;  
M.S., Pace University

Hui (Grace) Yu  
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Mechanical Engineering*  
B.S., Wuhan Institute of  
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of Science and Technology;  
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of Science and Technology;  
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M.E.E., Ph.D., Polytechnic Institute of  
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Ph.D., Case-Western Reserve  
University

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M.S., Ph.D., University of Florida

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Ralph L. Knapp  
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Emeritus*  
B.E., The Cooper Union;  
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Jean Le Mée  
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# FACULTY OF HUMANITIES AND SOCIAL SCIENCES

## AIMS AND OBJECTIVES

The Cooper Union is committed to the principle that an education in the liberal arts provides the ethical, social and humanistic framework crucial to personal development and professional excellence. Through their work in the humanities and social sciences, students gain a deeper awareness of the world in which they must live and act. They learn to think, write and speak clearly and effectively. Most significantly, an education in the liberal arts offers students the opportunity to become attentive to the social and humanistic implications of their professional work and to acquire the basis for a satisfying cultural and intellectual life.

**Curriculum** All students take a four-semester core curriculum of required courses in the humanities and social sciences. In addition, students in the School of Art take a required sequence in art history. The core curriculum is a prerequisite to all elective offerings in Humanities and Social Sciences. During the third and fourth years, students have considerable latitude to explore the humanities and social sciences through elective courses. All students are expected to take core curriculum courses at The Cooper Union.

**Transfer Credit** Transfer credits may be granted for courses with a grade of **B** or better upon review by the office of the dean of Humanities and Social Sciences to determine that the work accomplished meets the Faculty's requirements. Students may be required to provide evidence of work completed in the course: syllabi, papers, etc. In rare circumstances, the freshman and sophomore requirements may be waived if an equivalent course of study has been satisfactorily completed elsewhere. Eligible credits should be transferred during a student's first semester at The Cooper Union. Interested students should make an appointment with the dean or the academic adviser of the Faculty of Humanities and Social Sciences during the first week of classes in the fall semester.

**Advanced Placement Credit** The Faculty of Humanities and Social Sciences rarely grants AP credit. However, a student who has attained a grade of 5 in an AP course may petition the dean for permission to waive a core requirement and to substitute an appropriate elective course.

**Independent Study** Only juniors and seniors in good academic standing are eligible for independent study. Independent study may be taken for a maximum of three credits per semester. The student must obtain permission of both the instructor and the dean of the Faculty of Humanities and Social Sciences. The major consideration in approving proposals for independent study is the educational value of the study project within the structure of the degree requirements. The Faculty of Humanities and Social Sciences insists on very high standards as a condition for approving any independent study project.

**Minor** Students who complete a minimum of 15 upper-division credits in a specific field of liberal arts may qualify for a minor in that field of Humanities and Social Sciences. Minors are offered and may be designated on student transcripts in the following four fields: American Studies, Art History, Literature, and History and Society. Additional information is available from the office of the dean of Humanities and Social Sciences.

## ACADEMIC REGULATIONS

**Credits** Unless otherwise noted, **HSS** courses with the prefixes **HUM** and **SS** carry three credits and courses with the prefix **HTA** carry two credits.

**Prerequisites** The prerequisites for all courses with the prefixes **HUM** and **SS** are **HSS1, 2, 3** and **4**. **HTA 1, 2** and **3** or **HTA 101** and **102** are prerequisites for **HTA** electives. Exceptions may be granted by special permission of the dean.

**Grades** At the end of every semester, each student receives a grade for his or her semester's work in each subject. Grades, with their official significance, are as follows:

- A** Outstanding performance
- B** Very good performance
- C** Average performance
- D** Passing but unsatisfactory
- F** Failure to meet minimum requirements
- I** Work of the course not completed and assignment of grade and credit postponed. This designation will be given only in cases of illness (confirmed by authorized physician's letter) or of other documented extraordinary circumstances beyond the student's control, and only with the approval of the dean of the Faculty of Humanities and Social Sciences.

The deadline for removal of an **I** designation will be determined by the instructor, but will not be later than six weeks after the start of the spring semester for students who receive such a grade in the fall semester and not later than two weeks after the start of the fall semester for students who receive such a grade in the spring semester. If the **I** is not removed within the set time limit, either by completing the work in the subject or by passing a re-examination, the **I** will automatically become an **F** unless the dean of the Faculty of Humanities and Social Sciences extends the time or the student withdraws from school.

**W** Withdrawal (see below)

**WU** Unauthorized withdrawal (see below)

Indicators of plus (+) and minus (-) are used with the grades **A**, **B**, **C** and **D**. (The grade of **A+** is, however, not given.) These indicators are included in computing grade point averages.

### Change of Program

**Adding a Course** A student is permitted to add a course only during the first week of a semester, during the drop/add period, and only with the adviser's approval.

Adding a course after the drop/add period is not permitted even if the student has been attending the class.

**Dropping a Course** A student may drop a course during the first week of the semester, during the drop/add period, with the adviser's approval.

A course dropped during the first week of the semester will be deleted from the transcript.

**Withdrawing from a Course** A student anticipating inability to continue an assigned program should immediately see his or her adviser. After the drop/add period a student may withdraw from a course through the eighth week of the semester. It is the student's responsibility to obtain the necessary permission from the adviser and to notify the instructor in order to withdraw from a course. A grade of **W** will appear on the transcript. A student who stops attending a course without permission of the adviser will receive a grade of **WU**. However, if the student is failing the course at the time of the unauthorized withdrawal, the instructor is free to record a grade of **F**.

A student is not permitted to drop or withdraw from a course if doing so would impede satisfactory progress towards the degree.

**Assignments** Students are required to complete all assignments and examinations on time. In the case of schedule conflict or an unavoidable delay in completing an assignment, the student should discuss the problem with his or her instructor. Failure to complete assignments on time may result in an **F** grade for the course.

**Attendance** Students are expected to attend all classes. No more than the equivalent of one week of unexcused absences will be permitted. In the event of absence a student should contact the instructor in advance. Students who miss more than the equivalent of one week of classes in any one course may receive a reduction of the final grade or, at the discretion of the instructor, may be required to withdraw from the course.

**Lateness** Students are expected to be punctual. Late students may be refused entry to a class. Chronic, unexcused lateness may result in a reduction of the final grade or in failure.

**Academic Integrity** The Faculty of Humanities and Social Sciences expects all students to demonstrate the highest levels of academic integrity. Violations of academic integrity have consequences, including, but not limited to, failure for the course. Further information concerning the policy on academic integrity is available from the dean's office.

**Student Behavior** Students are expected to conduct themselves in accordance with the guidelines in the "Code of Conduct" (see page 30).

## ACADEMIC ADVISING AND SUPPORT

**Academic Advising** In addition to the dean, an academic adviser is available in the office of Humanities and Social Sciences for consultation by students in all three schools. Students are also encouraged to seek the advice of individual faculty members about general curricular and scholarly matters. A course instructor may not sign add/drop forms, determine transfer or AP credits, or pre-approve courses to be taken elsewhere. Such questions must be referred to the dean's office.

**The Center for Writing** The communication of ideas in written and oral form is central to an education in the liberal arts. All humanities, social sciences and art history courses include a substantial writing requirement and additional requirements for presentations. The Center for Writing offers feedback, support, and instruction in all areas of written and spoken communication. The Center is staffed by experienced teachers, writers and editors, most with advanced graduate degrees. The Center offers one-on-one and small group sessions; students may sign up for single appointments as needed or may enroll for regularly scheduled ongoing sessions. Center associates provide feedback, work with students on issues of structure and argument and help all writers—regardless of level—to engage with their work more effectively. The Center also offers special support for non-native English speakers, students with learning difficulties, and students without a strong background in writing, as well as intensive support for students working on Fulbright and other grants.

## COURSES

### Courses in the Humanities, Social Sciences, Art History and Foreign Languages

*Prior to registration each semester, students should consult the latest announcement of scheduled courses in the humanities, social sciences, and art history. (Inquiries concerning courses in foreign languages should be directed to Professor Sohnya Sayres, Academic Adviser for HSS, during the first week of the fall semester.) Some courses listed below may not be offered every year and new courses may be added each semester.*

## Core Curriculum

### HSS 1 Freshman Seminar

A literature course concentrating on poetry and drama. Selected texts from antiquity and the Renaissance are common to all sections, with works from other genres, periods and cultures chosen by individual instructors. The course develops aesthetic appreciation of literary texts and encourages a range of critical responses. Through close reading and extended discussion students learn to articulate their responses in written and spoken form. *3 credits*

### HSS 2 Texts and Contexts: Old Worlds and New

A study of texts and topics from 1500 to 1800, with emphasis on literary expression and cultural context. Topics include the formation of states, exploration, the encounter with the New World, the crises in religious orthodoxy, the origins of modern science and the beginnings of political and economic individualism. This semester develops both cultural and political understanding through close reading, class discussion and careful writing. *3 credits*

### HSS 3 The Making of Modern Society

A study of the key political, social and intellectual developments of modern Europe in global context. This course is organized chronologically, beginning with the Industrial and French Revolutions. Students develop an understanding of the political grammar and material bases of the present day by exploring the social origins of conservatism, liberalism, feminism, imperialism and totalitarianism. In discussions and in lectures students learn to study and to respond critically in written and spoken form to a variety of historical documents and secondary texts. *3 credits*

### HSS 4 The Modern Context: Figures and Topics

A study of an important figure or topic from the modern period whose influence extends into contemporary culture. The figures and subjects are chosen from a broad range of disciplines (including literature, history, politics, technology and art history, among others). Through concentration on a single figure or focused topic students are encouraged to develop a deep awareness of works of great significance and to understand them in the context of modernity. Guided independent writing projects and oral presentations give students an appreciation for what constitutes research in the humanities and social sciences. Recent topics have included Beckett, humanitarianism, the tourist, and queer theory. *3 credits*

*May be repeated for Free Elective credit in the Schools of Art and Engineering. May be repeated for Elective credit in the School of Architecture, provided the minimum requirement of six elective credits in Humanities and Social Sciences is fulfilled by elective-level courses. In both cases, permission of the dean of humanities and social sciences is required.*

**Note:** The Center for Writing provides targeted support for HSS Core courses. Associates are available to work on all aspects of essay writing, including close reading, analysis, development of ideas, planning and structure, writing in stages, arguments and conclusions, and revision. Associates are also available to help students prepare for presentations and public speaking in the HSS Core. Center associates can help you to organize your thinking, to challenge yourself and to create better, more engaged, more interesting work through focused discussion and targeted writing work. Students from all writing backgrounds are encouraged to make use of the Center. Students may make one-time appointments or may choose to enroll in ongoing sessions for a particular semester. Sessions tend to fill up quickly, and students are encouraged to make appointments in advance. Students working on specific written or spoken communication issues (ESL, learning differences, writing skills difficulties) are strongly encouraged to enroll in ongoing sessions early in the semester.

## Elective Courses

### HUMANITIES

The Faculty of Humanities and Social Sciences offers a varied and flexible elective program that provides rigorous study while responding to the changing needs of students.

#### HUM 105 Fundamentals of Music

A study of the elements and forms of music and consideration of how they define the stylistic characteristics of the literature of music from the late Renaissance to the present. There will be extensive use of recordings, as well as attendance at concerts and recitals. *3 credits*

#### HUM 107 Creative Writing

Starting with exercises and word games, then moving to, e.g., the objective poem, collage and concrete poetry, metrics, translations. As well as writing, students are expected to read widely in poetry and fiction. Attendance at a poetry or prose reading is obligatory. Grade based on class performance and portfolio of work. *3 credits*

#### HUM 129 Environmental Literature

In this class, we will look at ways of imagining and approaching the natural environment through writing, ranging from travelogue to activism. Readings will include essays, poetry and fiction by Wordsworth, Thoreau, Carson, Abbey and others. Topics for reading and writing will center on such issues as encounters with nature, sustainability, species extinction and global warming. *3 credits*

#### HUM 207 Music Cultures of the World

Examines music from a variety of musical cultures around the world, from Native American to Indonesian Gamelan music, including ethnic musical events in New York City. *3 credits*

**HUM 208 Aristophanes**

Athenian Old Comedy is one of the timelessly funniest and widest-ranging forms of comedy ever produced. In this course we will read, perform (selections), and examine four plays by Aristophanes, the greatest of ancient comic playwrights: *Frogs*, *Clouds*, *Birds*, and *Wasps*, each named for the characters assumed by its masked chorus. Aristophanes' irreverent portrait of the philosopher Socrates in *Clouds* will be weighed against Plato's more flattering, and ultimately more influential version in the *Apology*, which we will also read. Slides will be shown to recreate the stunning visual environment of Periclean Athens which literally and figuratively formed the backdrop to the original performances of the plays. This broadly based course will encompass a little military and political history, a little art history, a little social history, a little literary criticism, and a lot of fun.

3 credits

**HUM 306 Native America**

An examination of Native American world views against a background of history. The stress will be on written literary texts drawn from oral cultures, including collections of traditional songs and stories, as well as contemporary writers. In addition, we will watch videos and listen to music.

3 credits

**HUM 307 Playwriting and Theater Practicum**

This course will introduce students to two disciplines essential to creating theater: acting and playwriting. To help guide the beginning of their practice in these disciplines, students will read and critique contemporary and master works, write plays of their own, perform monologues and scenes written by master playwrights and bring the work of their peers alive through in-class readings and a final staged reading performance open to the Cooper Union community.

3 credits

**HUM 311 New Media**

This course considers what makes media "new" and why those characteristics are relevant in contemporary society. We will consider how older media have been adapted to incorporate new media technologies and strategies, how video games and the Internet have changed our expectations of media experiences, the impact of new media on artistic practice, the important of new media in contemporary cultural economy, and related topics.

3 credits

**HUM 312 Islamic Aesthetics**

This course is an introduction to Islamic aesthetics with emphasis on the nature and development of the arabesque and calligraphy as ornament in art and architecture. Lectures will ask and attempt to answer the question of why a pragmatic and down-to-earth philosophy chose to express itself in a most abstract visual language, how much of the vocabulary of that language was originally Arabic, and how much was inspired and/or acquired from the various lands conquered by Islam. Digital image lectures will be accompanied by some poetry, music, Qur'anic recitations and film viewings.

3 credits

**HUM 316 United States Cultural History**

This course traces the development over time of "America" as place, idea, nation and culture. It is concerned with tracing the emergence and contours of a widely-shared, if indeterminate and contested, sense of American identity and culture by studying several enduring forces and themes in its formation. These include the encounters of Europeans and Indians, the institution of slavery, the West in myth and reality, modernization and metropolitan life and the United States in global culture.

3 credits

**HUM 319 Russian Art, Architecture and Literature**

Survey of Russian arts from 1703, the founding of St. Petersburg, to 1924, the death of Lenin. This course is a study of the history and ideology underlying the remarkable literary and artistic achievement of Russia and, in its early phase, the Soviet Union.

3 credits

**HUM 321 The Novel**

This course concerns itself with particular trends, moments, issues or movements in the history of the novel as a literary form. Because of the nature and length of the material, any version of this course must be focused on a particular set of issues, literary-historical phenomena or cultural concerns. The course will typically take as its subject four to six works that illuminate or ask interesting questions about the topic at hand. Recent topics: Joyce's *Ulysses*; New York City literature.

3 credits

**HUM 323 Presence of Poetry**

This will be a class in which the center of attention is the poem itself. We will concentrate on modern English and American poetry. The common text will be *The Norton Anthology of Modern Poetry*, 2nd edition, edited by Richard Ellman and Robert O'Clair (Norton, 1998), but students are encouraged to look into other anthologies and into such studies as those of William Empson in *Seven Types of Ambiguity* and Martin Heidegger in *Poetry, Language, Thought*.

3 credits

**HUM 327 The History of the Cinema**

A history of the motion picture from its origins until now, emphasizing the evolution of the language of cinematic representation—in feature, documentary, animated and experimental filmmaking. Canonical works and the major figures of the silent and sound cinema are treated, including Griffith, Chaplin, Eisenstein, Vertov, Renoir, Welles, Deren, Hitchcock and Godard.

3 credits

**HUM 328 History of the Cinema: 1895–1945**

This course surveys the history of the motion picture, along with some of the discourses it inspired, from the nickelodeon period through World War II, considering avant-garde, documentary and commercial films, with particular emphasis on the movie as urban entertainment, expression of modernity and cult enthusiasm. Important figures include D.W. Griffith, Fritz Lang, Dziga Vertov, Carl Th. Dreyer, Leni Riefenstahl, Orson Welles, and Maya Deren. The transition from silent to sound cinema and the surrealist theory of film spectatorship will be given particular attention.

3 credits

**HUM 329 The History of the Cinema: 1945 to the Present**

A history of the cinema from World War II through the present day, with particular attention to the development of neo-realist, new wave and third-world movements. Topics include the impact of television, the influence of Pop Art and the development of digital technology. Alfred Hitchcock, Jean-Luc Godard, and Andrei Tarkovsky are among the major figures treated.

3 credits

**HUM 331 Eros in Antiquity**

This course will study the theory and practice of love in the ancient world and its legacy in the modern. Working with primary textual sources, the course will consider Plato's erotic dialogues and writings from the Neo-Platonic tradition extending up to Shelley's poetry as well as Ovid's *Amores* and the *Art of Love*. These major texts will be supplemented with examples of erotic poetry from ancient Egypt, Mesopotamia, Archaic and Classical Greece, and Rome, as well as works of visual art.

3 credits

**HUM 332 Ut Pictura Poesis**

A study of ekphrasis and other interconnections between the visual and the verbal arts from antiquity to the present. Primary readings are drawn from Homer, Hesiod, Plato, Aristotle, lyric poetry, tragedy, Virgil, Horace, Lessing, Keats and Ashbery, among others.

3 credits

**HUM 333 The Age of Augustus**

Augustan Rome presents the only serious ancient contender for comparison with the "Golden Age" of Periclean Athens. In all categories of art, architecture, and literature, the age of the first Roman emperor, Augustus (27 BCE-14 CE), rivals that of high Classical Greece. The course thus combines the disciplines of history, the visual arts, and literature, with the heaviest emphasis on literature, to arrive at a comprehensive picture of a relatively short, but disproportionately consequential moment in the history of civilization.

3 credits

**HUM 343 Decadence and Modernity**

This course is concerned with major issues in the transition from 19th to 20th century European culture, focusing on the interaction of politics and aesthetics.

3 credits

**HUM 345 Readings in Aesthetics**

Key aesthetic concepts in relation to artistic practice and audience reception. This course includes a number of historical debates that remain ongoing and unresolved, and it concludes with contemporary attempts to reestablish beauty and pleasure as aesthetic categories.

3 credits

**HUM 346 Western Theories of Art**

This course examines the variety and development of Western theories of art from antiquity to the present, with special attention to theoretical constructs of the past century. Topics include connoisseurship and formalism; modernist criticism; iconology, Marxism and the social history of art; feminism; psychoanalytic theory; structuralism and post-structuralism; postmodern challenges to modernist theory; and museology and institutional critique.

3 credits

**HUM 352 The Personal Essay**

In this course we will study and discuss essays in Philip Lopate, ed., *The Art of the Personal Essay*, and we will also write our own, on any topics we choose, on all manner of subjects—the daily round, pleasures and pains, taking a walk, solitude, friendship, in short, our personal responses to any number of objects and situations, multiplying ourselves in the process.

3 credits

**HUM 353 Public Speaking: Contemporary Issues**

Develops skills in persuasive and expository speech-making—extemporaneous, written and memorized—on contemporary issues and topics. Students learn how to research a speech, marshal arguments and use language effectively by speaking clearly and eloquently.

3 credits

**HUM 356 Issues in Contemporary Fiction**

Study of literary topics including particular genres, themes, sensibilities and critical approaches. The focus of this course will change in individual semesters.

3 credits

**HUM 357 Philosophy of Science**

What, exactly, is science? What is scientific inquiry and explanation, and how might it differ from other forms of inquiry and explanation? In the course, we will investigate the nature and status of scientific knowledge. Along the way, we shall ask such questions as: What are scientific theories? What relations obtain between scientific theories and observed facts? How are scientific theories confirmed or disconfirmed? Do scientific theories

**HUM 369 History of the Book**

An introduction to the creation, use and meaning of “the book” over its long history from the clay tablet to the digital download. Readings and discussions will bring together literary and cultural history, as well as aspects of politics, art history and the history of technology. Topics will include the moves from oral to written cultures, from the scroll to the codex, and from public reading to reading as a private experience; the emergence of printers and publishers; the invention of the library; censorship and the spread of reading publics; the rise of the novel and “popular reading”; the comic book; the paperback; and the movement through digital technologies to non-print books.

3 credits

**HUM 373 Seminar in Humanities**

Seminar giving close attention to special topics in the humanities. The seminar may be repeated for credit with the permission of the dean of the Faculty of Humanities and Social Sciences.

3 credits

**HUM 374 Contemporary Culture and Criticism**

A survey of the cultural climate since the 1950s, including the influence of works by such writers as Benjamin and Bakhtin and the concern with contemporary life in terms of fundamental shifts in community, representation, identity and power.

3 credits

**HUM 375 Critical Theory**

This course begins with the post World War II generation of social thinkers and critics, such as Barthes, de Beauvoir, Foucault, Adorno, Horkheimer, Lacan, in the development of what later became known of as the critical theory of culture. We then proceed to more recent critics, each time taking our clues from real life examples. This course emphasizing learning how to “see” and think in “cultural practices.” It offers a chance to have our understanding extended into everyday life and its ways of making us cultural beings.

3 credits

**HUM 377 General Linguistics**

Survey of two major types of linguistic study: diachronic or historical linguistics and synchronic or structural linguistics. The course concludes with presentation of recent linguistic theory, with emphasis on cognitive grammar and biolinguistics.

3 credits

**HUM 379 Visual Culture**

An historical account of the developing wealth and intensity of visual experience in the United States in the last century and study of the circulation of images as a cultural sign system shaping class, gender, race and sexual subjectivities.

3 credits

**HUM 381 Post-Colonial Studies**

This course engages with the legacy of colonialism in literature and theory. Topics include the relationship between colonizer and colonized, independence, apartheid and immigration in novels from South Asia, the Caribbean and Africa. Works by Rudyard Kipling, E.M. Forster, Aime Cesaire, Salman Rushdie, Nadine Gordimer, Jhumpa Lahiri and Zadie Smith will be addressed.

3 credits

**HUM 382 African-American Literature**

Under this rubric, courses may address a range of issues, periods, themes or questions in African-American literature. Specific topics and descriptions will be detailed in the relevant course bulletin each time the course is offered.

3 credits

**HUM 383 Opera**

This course will examine the history, materials and structures of opera, a rich and complicated art that is both musical and theatrical. We will address such topics as the origins of opera in 17th-century Italy, the Baroque style, the art of bel canto, opera and politics, Wagner’s revolutionary ideas, realism and impressionism in music, experiments in tonality, and opera in English. Several works will be considered in detail. Classes will combine lecture-discussion and screenings of performance on DVDs. An interest in music is essential, but no ability to read scores or play an instrument is required.

3 credits

**HUM 386 The Romantic Movement**

Beginning with an examination of Romantic aesthetic theory and its application to some of the major poems of the period, the course will explore writing by Goethe, Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Philosophical and critical readings will be drawn from Kant, Lessing, Burke, DeQuincey, Wollstonecraft and others.

3 credits

**HUM 387 The Life and Death of Socrates**

Socrates, the son of a humble stonemason, Sophroniskos, was one of the most remarkable, controversial and influential human beings who ever lived. Though he left behind no written testimonial of his peculiar, singular genius, we know quite a bit about him through the accounts and recollections of his contemporaries, critics and followers, primary among them, Plato, Xenophon and Aristophanes. Based almost exclusively on readings of the major ancient texts, the course focuses less on the philosophy of Socrates, as filtered through the great and not unbiased lens of his most famous student, Plato, than on the man, his physical demeanor, his way of life, his loves, his friendships and especially his trial and death in 399 B.C.E.

3 credits

**HUM 389 Love in Western Art and Literature**

This course address the representation of love in Western art, with specific attention to the body, gender, and identity. The course will be grounded across two crucial poles: the so-called Greek revolution as a founding moment in the West, with its idea of Eros and the ideally beautiful body, and the rise of the individual in the Renaissance/Baroque period, with its concepts of subjectivity, self and vision (including Shakespeare’s provocative formulation of “a perjured eye.” Readings will include Plato’s Symposium, poetry in the troubadour and Petrarchan traditions, Ficino and the Neoplatonists, Shakespeare, Keats, Shelley, Austen, Foucault, Derrida, Anne Carson and others.

3 credits

**HUM 392 Ethics**

Did human beings invent ideas of right and wrong? Are there such things as moral facts, that is, facts that dictate how we ought to live and what sorts of actions are worth pursuing? This course surveys three central traditions in ethical theory in the West as typified by the works of Aristotle, Immanuel Kant, and J. S. Mill, together with a radical critique by Friedrich Nietzsche and ending with selections from 20th-century philosophy.

3 credits

**HUM 394 World Religions**

An introduction to the five major world religions: Hinduism, Buddhism, Judaism, Christianity and Islam. The course considers ancient and contemporary religious practices as it examines faith and belief, ritual, scripture and scriptural interpretation, religious art, orthodoxy and heresy, mysticism, and pilgrimage through a comparative lens. Focus is on origins, textual traditions and central doctrines with further attention to religion "on the ground" as a living and evolving phenomenon.

3 credits

**HUM 395 Hip Hop and Culture**

In this class, we will trace the roots of rap music to West Africa rhythms, Jamaican sound systems, and oral expressive cultures in the American South; analyze some of the most influential and iconic rap recordings across the decades; study the techniques and technologies that are used to create DJ-based music; consider other pillars of hip hop culture (e.g. graffiti and break dancing); and examine the controversies that swirl around hip hop culture and rap music.

3 credits

**HUM 430 Postmodernism and Technology**

This course will explore postmodern theory and practice and its relationship to the problems and solutions posed by technology in contemporary society.

3 credits

**HUM 431 Milton**

An in-depth study of Milton's *Paradise Lost*, the greatest epic in English, a poem about devils and angels, small humans and immense immortals, appetite, food, lust, confusion, despair and courage. Our focus will be on close reading, often explaining the poem line by line, in order to get at the riches within Milton's creation. In addition to *Paradise Lost* in its entirety, we will study some of Milton's short poems, selections from Virgil, and, if time permits, Milton's dramatic poem *Samson Agonistes*.

3 credits

**HUM 442 Greek Mythology**

The course will concentrate not just on the endlessly fascinating stories of the gods drawn from the classic sources, but on a critical analysis of the question: How do the gods fare throughout the course of western history? Periods to be focused on include the time of Homer, Hesiod and the Homeric Hymns; the Archaic period (the time of the Lyric poets); the high Classical period (the golden age of Greek tragedy); the late Classical and Hellenistic periods (the age of the great philosophers and their schools); the Augustan era of the Roman Empire (the time of Virgil and Ovid); and the Renaissance.

3 credits

**HUM 449 Homer and the Tragic Vision**

An in-depth introduction to Homer's *Iliad* and to the major literary genre it spawned, Greek tragedy. The methodology throughout will be close reading, using comparative translations of select passages checked alongside the original Greek text, with the instructor's guidance. This course is meant to "model" a particular approach to the study of literature in translation. It presents an opportunity for interested but "Greekless" students to experience some of the most important and influential works of classical literature in a manner that approximates as closely as possible the experience of those who do have knowledge of ancient Greek.

3 credits

**HUM 450 Shakespeare**

A course devoted to understanding how the plays work, what characters say and do, the imagery and thematics of Shakespeare's dramas and the performance practices of the Elizabethan and Jacobean era. Also to be addressed is the cultural milieu of the plays—the historical, political and religious world they inhabit—in order to deepen our access to Shakespeare's language and to hear it with both his ears and our own.

3 credits

**HUM 99 Independent Study (Humanities)**

3 credits

**SOCIAL SCIENCES****SS 305 Leonardo, Scientist and Engineer**

This course uses the life and work of Leonardo da Vinci (1453–1519) to explore science, medicine, and engineering in Renaissance Europe. We will look at the social and economic life of the era and examine the institutions and influences that served Leonardo's imagination, his inventiveness, and his arts.

3 credits

**SS 308 Public Policy in Contemporary America**

Issues such as conservation, environmental law and policy, mass transportation, transfer of development rights, incentive zoning and historic preservation, beginning with an introduction to and general analysis of the policy process.

3 credits

**SS 318 Seminar in Social Science**

Seminar giving close attention to special topics in the social sciences. Recent topics have included sustainability and the economy. The seminar may be repeated for credit with the permission of the dean of the Faculty of Humanities and Social Sciences. Recent topics: sustainability; total war; human rights, law, and society; Cooper Union world forum.

3 credits

**SS 320 Comparative Politics**

Comparing political systems is at least as old as Aristotle, whose library contained more than 135 studies of constitutions of the ancient world. This course will compare contemporary political systems and consider some of the main challenges they face: forging a common identity and sense of community; meeting social and economic needs; and securing civil and political liberties and human rights. Recognizing that political societies of today's worlds can differ dramatically, the course will begin by introducing concepts and approaches that make it possible to compare systems as different as those of China and Great Britain. In addition to the broader paradigms of system, structure and function, we will also consider forms of political culture and socialization, interest articulation and aggregation, party systems and policy-making. Several distinct systems will be studied; these will be chosen not only for their geographical, but also for their political diversity, representing first-world nations such as the United States, Britain and France, as well as post-communist and post-colonial states such as Russia, China and Nigeria.

3 credits

**SS 321 The American Presidency**

The nature and sources of the power of the American presidency, the ways in which it is wielded and the Constitutional restraints upon its exercise.

3 credits

**SS 323 Politics and Collective Memory**

The political uses of collective memory can range from defining national and social identities to shaping public opinion. In exploring the interactions between memory and politics, this course will focus on the nature and forms of collective memory, its development and reconstruction and its relationship to structures of authority. Emphasis will be placed on examples from recent political history.

3 credits

**SS 333 Politics of Ethnonational Conflict**

An examination of the movements for national liberation and independence that have become an increasingly important phenomenon in the second half of the 20th century. Among the movements considered are those of Algeria, Nigeria, Cyprus, Bangladesh, Northern Ireland, Quebec, Lebanon and the PLO.

3 credits

**SS 334 Microeconomics**

The relationship between economic theory and public policy, focusing on the central axioms of modern economics in the light of recent problems in energy employment and inflation.

3 credits

**SS 335 Science and Technology in the Long 18th Century (1687–1839)**

This course will examine the changing roles of science and technology in the West during the 18th and early 19th centuries. We will use a case-study approach to consider such topics as color in theories (light and optics) and color in practice (painting, dyeing and glassmaking); geology mineralogy and the development of ceramic industries in Europe; the invention, use (and misuse) of the natural classifications; and automation and automata: Vaucanson's duck, Jacquard's loom, Babbage's Difference Engine.

3 credits

**SS 337 American Foreign Policy**

In the 20th century, challenges to Western liberalism came from fascism and communism, while more recent challenges have come from terrorist movements on the one hand and the European Union on the other. This course examines American foreign policy since the collapse of communism in the context of these changing challenges.

*3 credits*

**SS 342 Anthropology of Ritual**

The study of ritual takes us to the heart of anthropological approaches to experience, performance, symbolism and association. Once thought to be “vestigial” organs of archaic societies, rituals are now seen as arenas through which social change may emerge and are recognized to be present in all societies. Throughout the course we will explore varying definitions of ritual and its universal and particular aspects, while surveying ethnographic case studies from around the world.

*3 credits*

**SS 345 The Raymond G. Brown Seminar**

A seminar in the social sciences on a topic central to the interests of the late Professor Raymond G. Brown. Recent topics: the credit crisis.

*3 credits*

**SS 346 Urban Sociology: Reading the City**

Focuses on the relationship between the built environment and human behavior, the design of public, urban spaces as a reflection of and impetus for certain types of human interactions and reactions. Another interest of the course will be to consider the notion of community as it plays out in the disciplines of sociology and architecture—how they intersect, and how they are changing in our postmodern, post-industrial terrain. Some of the broad areas of interest of urban sociologists will also be considered.

*3 credits*

**SS 347 Macroeconomics**

The development of modern macroeconomic theory as it evolves in response to a succession of economic problems and crises. Emphasis on the recent Keynesian/monetarist debates and the role of the Federal Reserve Bank.

*3 credits*

**SS 348 Global Cities**

Considers specific and general factors that contribute to the rise of global cities—New York, London, Tokyo—and how such cities impact other city-types, existing and emerging. This course examines the forces underpinning globalization, including the shift from industrial to informational economies, the development of new technologies and the emergence of new patterns of immigration, in order to understand the complexities of global processes in urban terrains.

*3 credits*

**SS 349 American Cities**

Examination of the crisis of urban America seen through the lens of New York City. Individual topics will include urban poverty, relocation of manufacturing and foreign competition, but students will be encouraged to examine closely a particular aspect of New York City's problems.

*3 credits*

**SS 351 History of 20th-Century Europe**

A study of the dramatic ruptures of Europe's 20th century, haunted by imperialism, war and genocide. Topics include the First World War; modernity and modernism in interwar culture; fascism, National Socialism and the Holocaust; postwar displacements and migrations; decolonization, the cold war and the postwar economic miracle; 1968 and 1989 in both East and West; and the ongoing challenges of integration and multiculturalism.

*3 credits*

**SS 353 American Social History**

This course offers an introduction to the major themes in American Social History from the Late Colonial Period to World War Two. Over the last few decades, social historians have introduced a broader cast of characters into the making of American society; workers, immigrants, minorities and native Americans are now seen more as active participants in the story of the United States rather than as passive victims or marginal figures. This course examines the changing role of such significant groups and considers how they may have changed the shape of the dominant political culture.

*3 credits*

**SS 354 New York, 1820–1920:****An Urban and Cultural History**

A presentation of two “maps” to the city. The first is a history of the built environment, focusing on the changing systems of transportation, the development of building forms and the way the city's population and functions have been distributed in that space. The second historical map is made up from people's imaginative responses to those changes, especially as seen in literature and visual iconography. Among the areas singled out for special examination are the Bowery and the Lower East Side, Central Park and the “downtown” of amusement and vice, wherever it happened to be at the time.

*3 credits*

**SS 358 Social History of Food**

A study of the transformations in food production and consumption, 1492 to the present. The course examines the passage of “new world” foods into Europe and Asia, the rise of commercial agriculture in the colonies, especially sugar, the rise of national cuisines, the advent of restaurant culture and the perils of fast and industrial food.

*3 credits*

**SS 360 American Intellectual History**

A study of major works in intellectual and literary history written from 1780 to the present, focusing on changing notions of the self, character and community and the ways these concepts have gained intellectual and literary expression in the United States.

*3 credits*

**SS 361 Urban Archaeology**

An introduction to the new field of urban archaeology. Topics include how archaeologists work in cities; the special problems and rewards of urban archaeology; and what can be learned about the development of particular cities through this field of study, including changes in subsistence patterns, the use of urban space and the definition of ethnicity and gender.

*3 credits*

**SS 362 Popular Culture**

This course studies popular culture in a primarily 20th-century context. Using both creative and theoretical texts, it considers developments in contemporary popular culture including the rise of mass media and consumerism, the elaboration of pop-cultural theory and the trend toward multiculturalism. We will sharpen our critical perspective on our cultural surroundings by questioning boundaries between the popular and other cultural categories, notions of creativity in the high and popular arts and the bases of our own preferences.

*3 credits*

**SS 367 Acting Globally**

This course introduces students to the developments sometimes called the post-postmodern era of globalization, with a particular focus on the study of cultural impact. Our approach will entail both the macro level discussion of conditions and possibilities for effecting a decent global future and the micro level of actual sites of responses to (1) technology transfer; (2) cultural preservation, resistance, odernization and integration; and (3) the new dialogues around ecological sustainability. We study analytical texts, autobiographies, films and proposals on how to humanize the New World Order.

*3 credits*

**SS 368 History of Modern Asia**

This course explores the history of Asia from the later imperial eras of China, Japan, Korea and Southeast Asia into the modern era. A wide range of political, social, economic and cultural issues are explored. While emphasizing the distinctive nature of the region, the course will stress the wide diversity and inter-connectedness of ideas, technologies and religions through the region.

*3 credits*

**SS 369 Psychoanalytic Theory**

An introduction to forms of psychoanalytic thinking and theory making, with special attention paid to the ways in which different theorists conceptualize and invoke psychoanalysis as a theory of mind, research tool, therapeutic process and utopian vision. Readings include foundational texts by Freud, Ferenczi and Klein, as well as responses to classical theory by Horney, Winnicott, Lacan and others.

*3 credits*



### **SS 371 Women and Men: Power and Politics**

An introduction to women's and gender studies, and to feminist theory. Students will examine the ways and the historical basis for construction of gender and the interlocking of gender with other forms of hierarchy, including race, ethnicity, class and sexuality. Readings include classic texts and current scholarship in literature, film, history and social science.

*3 credits*

### **SS 372 Global Issues**

This course will examine current issues of global significance and their implications for policy and decision-making. Among the trends we will consider are the tensions between resource competition and authority; the emergence of a global economy; the environment and sustainable development; demographic change; and the emergence of new security issues, including societal and environmental stress.

*3 credits*

### **SS 373 Modernity and Modernism: Culture and Society in the Weimar Republic**

This course explores the turbulent and innovative interwar years 1918-1933 in Weimar Germany, paying particular attention to cultural and social politics. We will study the difficult establishment of the "republic that nobody wanted" in the wake of a lost war, a collapsed empire and a failed revolution; the chaotic period of rebellion and inflation until 1923; the brief "Golden Twenties" of relative stabilization and *Neue Sachlichkeit* (New Sobriety) with its burst of social welfare initiatives, architectural and engineering innovations and efflorescence of art, music, theater and literature; and finally the crises of economic depression and political polarization that culminated with Adolf Hitler's appointment as chancellor of Germany in January 1933.

*3 credits*

### **SS 374 Contemporary Social Psychology**

Utilizing a variety of social psychological perspectives, general issues such as human nature, socialization, attitude formation and change, verbal and non-verbal language, interpersonal behavior and the art of persuasion will be explored with interest in cross-cultural comparisons. The core questions we will explore include: What does it mean to be human? How is the self defined and determined? What impact do social groups, culture and the (built) environment have on the development of the self and on our everyday behavior?

*3 credits*

### **SS 378 Time, Travel and Communication in Early Modern Europe**

This course is a history of early modern European technology with a strong focus on design technologies and material culture. It will cover the time period extending approximately from the Age of Exploration through the French Revolution (about 1500-1800). We will examine early modern ideas about three critical aspects of modern life: time, communication and travel. (Interpretation of these themes will be broad and may include not only carriages and bridges but also carriage upholstery and passports; not only letters, newspapers and books but also songs and emblems; not only the shift from public to personal time but also calendar reform.) In addition to readings (both primary and secondary) and discussions (in-class and online), students will choose to study three artifacts that are relevant to the themes of time, communication and travel, research them and present their findings to the class.

*3 credits*

### **SS 381 Developmental Psychology**

The course will follow the unfolding of human development from conception through adolescence by means of an array of analytic perspectives. We will examine and critique cognitive, psychoanalytic, information processing, and psychosocial models of brain/body/mind growth. Reading assignments will be from a textbook on child development as well as primary sources, which will include academic writing, memoir, and fiction. We will also view educational and fictional films, and may also include family video chronicles.

*3 credits*

### **SS 382 Game Theory**

Since its introduction in 1943 by John von Neumann and Oskar Morgenstern, the general theory of games has been instrumental to our understanding of various social behaviors. With key contributions of such renowned scholars as John Nash, Robert Arrow, Thomas Schelling and John Harsanyi, among other Nobel Laureates, game theory has quickly gained a large following among students of economics, evolutionary biology and even political science. Though at times seemingly abstract, game theory has shown us that it has practical value with applications in firm-level management and strategic decisions making in military campaigns. The course has two dimensions: the first is to explore the theoretical basis of games; the second is to consider the application of these concepts in economics and political science.

*3 credits*

### **SS 384 Anthropology and the Other**

This course provides an introduction to concepts in social-cultural anthropology. Students will rethink such concepts as culture, race, ethnicity, nationalism, transnationalism, gentrification, power and memory. We will use these concepts to address the questions of human universals and the origins of cultural differences. At the bases of these inquiries will be the question of the "Other." Who are the "Others" in culture or society?

*3 credits*

### **SS 385 Science and Technology in the Modern World (1815 to the Present)**

This course will explore the social intellectual and economic relationships of science and technology in the modern West (i.e., after 1815). Using modified case studies to provide "snapshots," students will learn to recognize changes to such factors as who participates, where work is conducted and the supports (social, financial, emotional) necessary to individual and collective pursuits.

*3 credits*

### **SS 386 The Early Modern Atlantic World**

This course examines the history of the Atlantic world from the mid-fifteenth century through the end of the eighteenth century. Incorporating the histories of Europe, North America, South America, and Africa, the course will explore social, cultural, economic, and political developments of the early modern era as men and women came together to form the societies in the Americas. Topics will include European-Amerindian relations, European-African relations, the slave trade, gender structures, the development of an Atlantic economy, and the maturation of colonial societies.

*3 credits*

### **SS 387 The History of the Family in America**

This course explores the changing construction and function of the family across American history. We will examine how women and men, sons and daughters, experienced revolution, war, economic transformation, politics, sexuality, and religion. We will consider how the purposes and experience of family life have changed over time, as well as how the ideologies or ideals about family pressed against the grinding wheel of history to shape events. Our historical actors will include Native Americans, European colonists, rebels and republicans, masters and slaves, freedmen and immigrants, free-love communities, patriarchal polygamists, Victorian lovers, Cold War housewives, Baby Boomers, and our own contemporaries.

*3 credits*

### **SS 388 Comparative Cities: New York/Berlin, 1848-1948**

A comparative, team-taught urban history seminar on Berlin and New York from 1848 to 1948. The course examines the differing causes of urban growth and the way it was accommodated in novel forms of urban space, highlighting the differences between a city that became a capital of empire and one given over to commercial and residential development, as well as the very different ways that both cities experienced periods of rebellion and war.

*3 credits*

**SS 390 The Rise of the Modern City in the European Middle Ages**

Explores how early medieval landscapes with castles and small villages became wider communities—the first modern cities. Focuses on the major debates of the Middle Ages: the tensions between country and city life; the role of the church; Scholasticism; the debate between reason and faith; the role of the French cathedral in medieval life; the lay reaction to ecclesiastical control and the rise of communal Italian cities such as Florence, Venice and Siena centered around the civic palace; and the early requirements for city beautification. We will “visit” (virtually) the first hospital, universities and prototypical housing. Everyday life will be illustrated from the material remains of art and architecture through a cross section of different social environments.

*3 credits*

**SS 391 Introduction to Mind and Brain**

The goal of this is to introduce the student to the basic principles of psychology, to guide the student through the brain and to provide a basic understanding of the relationship between the brain and mind addressing issues of consciousness. The first third of the course will examine the brain and underlying theories in psychology. The majority of the course will be focused on the relationship between the brain and consciousness including self-awareness, theory of mind, deception, abstract reasoning, art, music, spatial abilities and language. Steeped in recent findings in both psychology and neuroscience, the goal of this class will be to provide a modern foundation in the mind and the brain.

*3 credits*

**SS 393 Darwin and His Times**

This course uses the life of Charles Darwin (1809-1882) to examine the nature of scientific practices during the nineteenth century and their changing, often revolutionary, role in contemporary life. We will read closely Darwin's writings on geology and evolutionary biology, and we will consider interpretations and implications of “Darwinism.” Both readings and films will be assigned.

*3 credits*

**SS 394 American Radicalism**

This course will examine cultural radicalism in American thought from the Young Americans of the 1910s and the New York Intellectuals of the 1930s to the Beat poets of the 1950s and the Neo-Conservatives of the 1970s. Through figures such as Randolph Bourne, John Dewey, Meyer Schapiro, Lewis Mumford, C. Wright Mills and Dorothy Day, we will trace the rise and fall of the American avant-garde, the quest for an indigenous theory of culture, the social sources of counterculture, and the shifting meanings of the concepts “mass culture,” “consumer culture,” “kitsch,” and highbrow/middlebrow/lowbrow. Among the questions we will address are: Can one be a political radical and a cultural conservative? A political conservative and a cultural radical?

*3 credits*

**SS 395 Rome**

The course focuses on how the city of Rome changes through time and the way its idea of eternity reflects on its culture and urban changes. Monumental Imperial Rome will be compared to the recent results from excavations and research of the poorly preserved archaic and Medieval Rome. Fifteenth-century Rome, with its powerful popes, initiated a radical urban transformation by attracting the best architects and artists for the next 300 years. With the monarchy of the end of the 19th century and then Mussolini, the city undergoes radical changes once again.

*3 credits*

**SS 396 North American Environmental History**

This course examines recent historical work that makes claims for the “environment” being the major determinant in the development of the North American continent. We will look at land use in pre-colonial times, the spread of slave-based extensive agriculture in the South, wood lot management in the north, mid-western farming, western mining, the parameters of nineteenth century urban growth as well as the consequences of the arrival of the automobile. We will also look at the growth of the environmental movement over the last two centuries.

*3 credits*

**SS 397 History of Industrial Design**

In tracing the history of industrial design from its emergence at the beginning of the Industrial Revolution to the present, this will course will not only examine aesthetics (of furniture and the decorative arts, typography, advertising, machinery, toys, etc.) but also the social and political forces that have shaped the many styles. Throughout, we will also demonstrate how movements in industrial design relate to parallel developments in the history of painting, sculpture and architecture.

*3 credits*

**SS 398 Gender Studies**

Study of the “first wave” of feminism, including Mary Wollstonecraft and Abigail Adams, through the achievement of suffrage in 1920 and then study of the more radical claims of “second wave” feminists in the 1970s, with Marxist and Freudian analysis. This course will conclude with contemporary post-feminisms” and changing gender relationships.

*3 credits*

**SS 420 Environmentalism in the Urban Context**

The recent work of environmental activists and scholars has produced a new urbanism in which the city form and function is intimately connected with natural processes. This rethinking of the city has opened several new possibilities for looking at human-environment interactions. In particular, the everyday environment of the city may be examined as a site for identifying the hidden geographies of raw materials, energy and waste flows. This course looks at three central issues: (1) identification of the material and ecological processes that make possible city form and function possible; (2) interpretation of the city as a constellation of economic institutions and social practices that transform nature over different temporal and spatial scales; and (3) the examination of the environmental and health impacts stemming from a city's role in production and consumption. Students will work on projects using the principles of ecological design in the redevelopment of urban sites.

*3 credits*

**SS 421 History of the Modern Middle East**

This course considers topics in Middle Eastern history from the First World War to the present. We examine a century of political unrest that included two world wars, colonialism, the Arab-Israeli conflict, the rise of authoritarian state structures, the Iranian Islamic revolution, and the American war on terror.

*3 credits*

**SS 99 Independent Study (Social Sciences)**

*3 credits*

## History and Theory of Art

While contributing to the required curriculum of students enrolled in the School of Art, courses in the History of Art are also available to students in the other schools.

All HTA courses are normally offered for two credits. In exceptional circumstances, students may petition to take an HTA course for an additional credit. The student must get permission from both the instructor and the dean of Humanities and Social Sciences.

### CORE CURRICULUM

#### HTA 101, 102 Modern to Contemporary: An Introduction to Art History

This two-semester art history core course, developed as part of the Foundation year for students in the School of Art but open to all students, is organized around a set of themes running through the history of modernity from the 18th century to the present. Within specific themes, significant works, figures and movements in art/design will be presented chronologically. Students will be able to identify and critically evaluate significant works, figures and movements in art/design in the modern period; be able to describe the main social and political contexts for the changes in art/design over the last two hundred years; and engage, in writing and class discussion, with theoretical perspectives on art/design production. The course will involve museum visits. Grading will be based on class participation, papers, and exams.  
*2 credits each semester*

### ELECTIVES

#### HTA 209 Medieval Art and Architecture

Investigates the art, architecture and archaeology of medieval Europe from Constantine (fourth century) to approximately 1450, a period when different cultures clashed and mixed together to shape the eclectic Western medieval world that rose from Roman imperial ruins and ideals. This course will follow a chronological sequence, but use recent data from medieval excavations to challenge traditional art historical statements. Early Christian, Byzantine, Barbarian, Islamic, Romanesque and Gothic periods are examined.  
*2 credits*

#### HTA 210 The Art and Culture of Fifteenth-Century Florence

This course examines the unique historical circumstances and artistic personalities that brought about a new kind of art. Special focus will be placed on the role of the Medici family as patrons. Painters, sculptors and architects to be considered include Masaccio, Fra Angelico, Ghirlandaio, Botticelli, Ghiberti, Donatello, the Pollaiuolo brothers, Brunelleschi and Alberti. Monuments such as Orsanmichele, the Baptistery, the Cathedral and the Medici Palace will be placed in their social context and discussed in detail.  
*2 credits*

#### HTA 220 Japanese Art

A chronological survey of Japanese art from prehistoric times to the 17th century, examining the interaction of the uniquely Japanese aesthetic sensibility with arts and cultural traditions transmitted from the Asian mainland. Although the primary emphasis is on painting and sculpture, attention is also paid to architecture, gardens, pottery, lacquerware and woodblock prints. Museum visits are an integral part of the course.  
*2 credits*

#### HTA 221 Buddhist Art in Asia

An examination of Buddhist art in India, Afghanistan, Nepal, Tibet, Central Asia, Sri Lanka, Southeast Asia, China, Japan and Korea in the most characteristic styles, in order to show how each culture received and interpreted the Buddhist Doctrines and way of life.  
*2 credits*

#### HTA 222 Asian Painting

A chronological survey of Chinese and Japanese painting and an exploration of the aesthetic and spiritual values that shaped the arts of the brush in the Far East.  
*2 credits*

#### HTA 231 History of Industrial Design

In tracing the history of industrial design from its emergence at the beginning of the Industrial Revolution to the present, this course will examine not only aesthetics (of furniture and the decorative arts, typography, advertising, machinery, toys, etc.) but also the social and political forces that have shaped the many styles. Throughout, we will also demonstrate how movements in industrial design relate to parallel developments in the history of painting, sculpture, and architecture.  
*2 credits*

#### HTA 233 History of Drawing

Our class will examine the changing character and purpose of drawings, from prehistory and antiquity through the Italian Renaissance, Northern Europe, impressionism, Van Gogh, Cezanne, Picasso, and others from the modern and post-modern periods. Topics will include formal accounts, connoisseurship (particularly controversies around Michelangelo and Rembrandt's drawings), technology (camera obscura, camera lucida), figuration and abstraction, and actual practice at a place like Cooper Union today.  
*2 credits*

#### HTA 240 Issues in Asian Contemporary Art

In this course, students will build a foundation in critical theory revolving around issues of race, nationality, sexuality and gender as they relate to the formation of an artist's identity, and how that identity in turn is reflected in the artist's output. Attention will be paid to Asian contemporary artists working outside of their own cultures and to Asian-American artists, in an attempt to analyze the role of the Asian diaspora and its connection to contemporary art production in Asia proper. Special focus will be paid to the contemporary art of India, China, Korea and Japan, although other nations and regions will also be discussed.  
*2 credits*

#### HTA 261 Special Topics in Nineteenth-Century Art

Recent topics have included Charles Darwin's writings, the "Darwin effect," and the relationship between evolutionary theory and modern art, and the history of the bather in European art, with particular attention to the work of Courbet, Manet, Daumier, Cézanne and Seurat.  
*2 credits*

#### HTA 263 African Art

An introduction to the stylistic, conceptual, functional and historical aspects of sub-Saharan African sculpture and architecture, the place of these arts in the traditional context of black African life and their relationship to the worldview of the African.  
*2 credits*

#### HTA 264 Black Artists of the Americas

Studies the influence of African art and culture on black painters and sculptors in North and South America. Symbols, myths, religious rituals and deities will be explicated in terms of the correspondence they develop between distant antiquity and the present, allowing, in some cases, for new creative possibilities.  
*2 credits*

#### HTA 270 The Art of Greece and Rome

An introduction to the sculpture, painting, and architecture of ancient Greece and Rome with attention to the impact of the classical imagination on the art of succeeding ages.  
*2 credits*

#### HTA 273 Topics in the History of Photography

Writing by the critics, historians and photographers that have influenced creation and reception of photography throughout its history. Issues include definitions and redefinitions of art, documentary debates and revisionist canons and histories.  
*2 credits*

#### HTA 274 History of Photography (1839–1965)

A survey of the great artists and their work throughout the history of photography with emphasis on the images that were made. The importance of key images is discussed. This historical period was one of constant technical innovation and the class studies the effect this had on the work of the individual photographers.  
*2 credits*

**HTA 275, 276 Twentieth-Century Art History**

Considers the flourishing “isms” of the 20th century, as well as historical events, intellectual currents and conflicting aesthetic views, explored in relation to such enduring artists as Picasso, Matisse, Malevich, Kandinsky, Miro, Klee, Dubuffet, Giacometti, Pollock, Smith, Calder and others.  
*2 credits each semester*

**HTA 277 Contemporary Art**

Survey of the development of contemporary art after Minimalism and Pop Art of the 1960s. Chronological treatment includes canonical texts of critical theory and issues such as genre, multiculturalism and site specificity crucial to the current practice of art. Recent topics: German painting.  
*2 credits*

**HTA 282 Public Sculpture in New York City**

This course will examine trends that have informed the history of public sculpture in New York City, including commemoration of historical events, artistic and civic education for the masses, natural history in the service of the nation, and the cult of great men and women. We will also examine individual monuments such as Augustus Saint-Gaudens’s Farragut Monument (1880), Frédéric-Auguste Bartholdi’s Statue of Liberty (1886), the sculptural programs of Central Park, Prospect Park, and Green-Wood Cemetery, the decorations of Rockefeller Center (including Paul Manship’s 1934 Prometheus and Lee Lawrie’s 1937 Atlas), Isamu Noguchi’s News (1940) and the sculpture garden he created at his Long Island City studio, and Richard Serra’s Tilted Arc (1978). Emphasis will be placed on reading works or art as primary texts; viewing sculpture, in local museums or in situ, will be a key component of the course.  
*2 credits*

**HTA 283 The “Genius” of the Baroque**

This course examines the genius of European Baroque art as distilled in the work of its greatest exemplars. We will also address the ideology of the counter-reformation church, the emergence of Protestant capitalism and a pluralist, bourgeois society in the north, patronage and social identity, propaganda, religious faith, skepticism, sexual identity and the family, all focused through the position of the artist in society. In no other period were body and spirit, sensual and sublime, so closely intermeshed. Art history resides precisely in the relation between our present interest in these artists and the past conditions in which they worked.  
*2 credits*

**HTA 285: Single-Work Seminar**

A seminar devoted entirely to a single monument or work of art that had a particularly profound and wide resonance in the socio-political, economic, and cultural milieu in which it was created and whose range of influence extended well beyond its historical time frame. The focused nature of the course material allows for both a breadth and a depth of analysis to a greater degree than is possible in other elective art history courses. Past topics have included Duccio’s “Maestà.”  
*2 credits*

**HTA 296 Synartesis**

A recurring seminar with a changing focus taught by Professor Dore Ashton.  
*2 credits*

**HTA 297 History of Printmaking**

Explores the history of printmaking and its various processes from the 15th century to the present with an eye to the unique contribution of this graphic art to the history of visual language in both popular and fine art. While major printmakers (e.g., Durer, Rembrandt, Daumier, the Nabis, the German Expressionists, Jasper Johns) will be addressed, attention will also be given to the practical and popular use of prints through the centuries.  
*2 credits*

**HTA 298 History of Graphic Design**

A study of the history of graphic design work arising out of the important cultural, political and social configurations in Europe, Asia and the United States from the time of the industrial revolution to the present day. Points of reference include posters, publications and promotional pieces being drawn from an unusual collection.  
*2 credits*

**HTA 313 Seminar in Art History**

A seminar based on a special topic in the study of art history. The seminar may be repeated for credit with the permission of the dean of the Faculty of Humanities and Social Sciences. Recent topics: Picasso.  
*2 credits*

**HTA 315 Mysteries of Northern Renaissance Art**

This course examines some of the most hauntingly beautiful and enigmatic works in the history of art, from a period of deep religiosity and aristocratic ideals, emerging contrary middle-class values and exceptional artistic ambition and self-consciousness. We will begin with a solution for the still unsolved riddle of the Ghent Altarpiece and the birth of modern painting in the north, move through debates about disguised symbolism and new conceptions of the artwork in Robert Campin and Rogier van der Weyden, the crisis of modernity in Hieronymus Bosch and the emergence of a new (sublime) order in the art of Pieter Bruegel, among others.  
*2 credits*

**HTA 317 Art and Architecture of Ancient Peru**

Introduction to the ancient cultures of Peru from about 3000 B.C.E. to the Spanish conquest, as seen in architecture, stone sculpture, ceramics, metalwork and textiles.  
*2 credits*

**HTA 318 Pre-Columbian Art and Architecture in Mesoamerica**

A survey of the arts and architecture of the pre-Columbian civilizations of Mexico and Central America from the earliest times through the Spanish conquest. Visits to museums and private collections are an integral part of the course.  
*2 credits*

**HTA 323, 333 Islamic Art and Architecture**

A chronological study of Islamic art and architecture, including an introduction to Islamic aesthetics, history and philosophy. The course will examine samples from religious and literary texts, architectural monuments, painting, ceramics, metal works and calligraphy from Spain, North Africa, the Levant, Iraq, Central Asia and India.  
*2 credits each semester*

**HTA 324 Arts of the Islamic Book**

This course looks at the elements that contributed to the evolution of Islamic book illustration from the 10th century to the 17th century, such as materials, styles, patronage, administration, choice of text and the relationship between text and image, with special concentration on the Persian book.  
*2 credits*

**HTA 327 The New York Art Collector**

This course investigates the history of art collecting as it unfolded in Manhattan and the surrounding boroughs. Beginning in colonial times with Governor Morris’ acquisition of 18th-century French furniture and ending in the mid-20th century with the formation of such public institutions as the Museum of Modern Art, the Whitney Museum of American Art and the Solomon R. Guggenheim Museum, the course will focus on both the men and women instrumental in the establishment of these collections and the specific objects they collected.  
*2 credits*

**HTA 328 Dada and Surrealism**

Since their appearance early in the 20th century, Dada and Surrealism have had a profound and lasting influence on the arts. This course explores the art and ideas of these two movements within the social, political, intellectual and art historical context of the years 1914–1947.  
*2 credits*

**HTA 329 Nineteenth-Century Printmaking**

The 19th century witnessed an explosion of imagery, in part led by the technical developments in commercial printmaking and the advent of photography. This course will survey the major themes of the period, including the changing cityscape, the iconography of peasants and local landscapes, the influence of caricature and the popular press and the development of Japonism. Classes will be based on the hands-on viewing of original prints in the New York Public Library by artists including Eugene Delacroix, Edouard Manet, Charles Meryon, Camille Pissarro, Mary Cassatt and James McNeill Whistler.  
*2 credits*

**HTA 331 The Arts of China**

This course is a chronological survey of the arts of China from the pottery-making and jade-carving cultures of the Neolithic up to contemporary works of art. A brief discussion of historical events as well as background in Chinese philosophy, political systems and religious practices will be presented in order to allow students to recontextualize selected works within their originating culture. The course is designed to provide students with a foundation in visual literacy of China, facilitate written expression and familiarize them with New York City's cultural institutions exhibiting Chinese art.

*2 credits*

**HTA 333 Islamic Art and Architecture**

See HTA 323

**HTA 334 Art and Architecture of Islamic India**

A chronological study from the 16th century to the 19th century of the development of the art and architecture of the Mughals; and an examination of the Arab, Persian, Indian and European influences that shaped that culture.

*2 credits*

**HTA 335 Art and Architecture of the Ancient Near East**

More than 5,000 years ago, the earliest components of civilization, writing, law-giving and the city appeared as Mesopotamia, the fertile strip of land between the Tigris and the Euphrates, today called Iraq. The course will begin with an introductory history of Iraq; then it will focus on ancient Iraq and its interaction with surrounding regions in today's Iran, Turkey and Syria. It will also consider contemporary civilizations in Egypt and the Indus Valley. Lectures will look at the geographical, economical, political and spiritual factors that led to the birth of this civilization, with its visual legacy of temples, tombs and palaces decorated with artworks of distinctive forms and styles.

*2 credits*

**HTA 336 Site-Specific Art**

This course will introduce students to major issues surrounding site-specific art, including Earth art, out-door sited art and installation art within an architectural space. The range of artistic interpretation of site-specificity will be examined, from works that are conceived for and inseparable from a particular site, to works created in response to one site, but subsequently reconceived in response to another. We will place special emphasis on the relationship, both physical and conceptual, that site-specific artworks have with their site. While the primary focus of the course will be on temporarily sited artworks, some relevant examples of permanent public art will also be investigated. Through readings, discussion and looking at images, the course will provide an opportunity to approach and understand an important development in post war and contemporary art. Field trips will be integral to the course.

*2 credits*

**HTA 337 Russian Art and Culture**

The class will survey the history of Russian art, reaching back to its pre-modern origins. It will address Russian arts and culture in their specific political and ideological context(s). Special attention will be paid to examining the interdisciplinary character (art, architecture, design, film and theater) of Constructivism and Suprematism of the early 20th century. The course will also address the impact of the historical (or revolutionary) avant-garde on contemporary art practices. Students will be required to prepare short in-class presentation on a specific modern or contemporary artist, architect, or designer, who uses or used the constructivist vocabulary in his or her work, and, as a final project, write a ten page research paper.

*2 credits*

**HTA 340 The Artist in Renaissance Italy**

This course will focus on artists working in the Italian peninsula between ca 1400 and ca 1600, with the goal of learning how and why they created the paintings, tapestries, sculpture, prints and decorative art that we now think as "Renaissance." In addition to studying materials, techniques and iconography, we shall consider the important role of patronage, both sacred and secular.

*2 credits*

**HTA 341 Body Politics in Art Since 1945**

This elective will examine the multiple and dynamic ways in which art since the Second World War has constructed understandings of the body. Over the course of the semester, we will meet a strange and motley assortment of bodies: the diseased body, the heroic body, the queer body, the abject body, the body-as-machine. Not primarily concerned with images of the human figure—although they will certainly make appearances from time to time—the course will instead ask, "How does art think the body?"

*2 credits*

**HTA 400 Single-Artist Seminar**

A course devoted entirely to the life and work of one important artist, selected anew from across the spectrum of world art each time it is offered. The seminar is designed to allow for an in-depth experience in the discipline of art history that extends well beyond what is possible in period survey courses. Recent topics: Leonardo; Rembrandt; Degas.

*2 credits*

**HTA 99 Independent Study (History/Theory of Art)**

*2 credits*

**ID 441 Interdisciplinary Seminar Shifting Territories**

An interdisciplinary seminar shared by the Faculty of Humanities and Social Sciences and the three schools. Each seminar is taught by a team of faculty representing at least two of the four divisions. The theme of the seminar will be announced in advance.

*3 credits*

## FACULTY

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Sharla Sava, *Associate Director,*  
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Sohnya Sayres, *Academic Adviser*

### Full-Time Faculty

#### Professors

Dore Ashton  
*Art History*  
B.A., University of Wisconsin;  
M.A., Harvard University;  
Litt.D., Moore College

William Germano  
*English Literature*  
B.A., Columbia University;  
Ph.D., Indiana University

Anne Griffin  
*Political Science*  
B.A., Wellesley College;  
M.A., Ph.D., New York University

Atina Grossmann  
*History*  
B.A., CUNY;  
Ph.D., Rutgers University

Mary Stieber  
*Art History*  
B.F.A., Carnegie Mellon;  
M.A., University of Pittsburgh;  
M.A., Ph.D., Princeton University

Brian Swann  
*Humanities*  
B.A., M.A., Queens College,  
Cambridge University;  
Ph.D., Princeton University

David Weir  
*Comparative Literature*  
B.A., University of North Alabama;  
M.A., University of Alabama;  
Ph.D., New York University

#### Associate Professors

Peter Buckley  
*History*  
B.A., Sussex University;  
M.A., Ph.D., SUNY at Stony Brook

Sohnya Sayres  
*Humanities*  
B.A., M.A.H., Ph.D., SUNY at Buffalo

#### Proportional-Time Faculty

Maren Stange  
*Professor of Humanities*  
B.A., Radcliffe College;  
M.A., Tufts University;  
Ph.D., Boston University

#### Visiting Distinguished Professors

Visiting distinguished professors in the Faculty of Humanities and Social Sciences have included:  
Diane Ackerman, André Aciman, Stanley Aronowitz, David Garrow, David Harvey, Richard Howard, Tamar Jacoby, Floyd Lapp, W.S. Mervin, Derek Mahon, Marie Ponsot, Hillard Pouncey, Jim Sleeper and Alan Trachtenberg

#### Adjunct Faculty

Haitham Abdullah  
*Instructor in Art History*  
B.F.A., University of Baghdad;  
M.A., M.F.A., City College of New York

Albert Appleton  
*Associate Professor of Social Sciences*  
B.A., Gonzaga College;  
J.D., Yale Law School

Marek Bartelik  
*Associate Professor of Art History*  
M.S., Columbia University;  
Ph.D., CUNY Graduate Center

Benjamin Binstock  
*Assistant Professor of Art History*  
B.A., M.A., University of California, Berkeley;  
Ph.D., Columbia University

Gail Buckland  
*Distinguished Professor in the History of Photography*  
B.A., University of Rochester

Gerardo del Cerro Santamaría  
*Associate Professor of Social Sciences*  
M.A., Ph.D., New School for Social Research;  
B.A., Ph.D., Universidad Autónoma de Madrid;  
M.A., Royal Conservatory of Music, Madrid

Michelle Hobart  
*Assistant Professor of Art History*  
Laurea, University of Siena  
M.A., University of London;  
Ph.D., New York University

James Hoberman  
*Professor of Cinema*  
B.A., SUNY at Binghamton;  
M.F.A., Columbia University

Gwen Hyman  
*Assistant Professor of Humanities*  
B.A., University of Toronto;  
M.A., M.Phil., Ph.D., Columbia University

Julian Paul Keenan  
*Professor of Social Sciences*  
B.A., M.A., The College at New Paltz;  
Ph.D., The University at Albany

Heidi King  
*Instructor in Art History*  
B. A., University of Geneva;  
M.A., Columbia University

Sarah Lowengard  
*Associate Professor of Social Sciences*  
A.B., Washington University;  
M.A., Ph.D., SUNY at Stony Brook

Jeff Madrick  
*Professor of Economics*  
B.S., New York University;  
M.B.A., Harvard University

Sean McGlade  
*Instructor in Humanities*  
B.A., Vassar College;  
M. Phil., Trinity College, Dublin

Jill Muller  
*Assistant Professor of Humanities*  
B.A., Mercy College;  
Ph.D., Columbia University

Harold Ramdass  
*Assistant Professor of Humanities*  
B.A., Baruch College;  
Ph.D., Princeton University

John Sarich  
*Assistant Professor of Economics*  
B.A., University of Michigan;  
M.A., Ph.D., New School for Social Research

Gail Satler  
*Professor of Sociology*  
B.A., Stony Brook University;  
M.A., Queens College;  
Ph.D., CUNY Graduate Center

Sharla Sava  
*Assistant Professor of Humanities*  
B.A., University of Toronto;  
M.A., University of British Columbia;  
Ph.D., Simon Fraser University

Martha Schulman  
*Instructor in Humanities*  
A.B., University of Chicago;  
M.F.A., Columbia University

Catherine Siemann  
*Assistant Professor of English Literature*  
B.A., SUNY Binghamton;  
J.D., New York University;  
M.A., M.Phil., Columbia University;  
Ph.D., Columbia University

Nicole Simpson  
*Instructor in Art History*  
B.A., University of Chicago;  
M. A., Institute of Fine Arts,  
New York University

Mary Taylor  
*Assistant Professor of Social Sciences*  
B.A., University of Southern Colorado;  
M.A., New School for Social Research;  
Ph.D., CUNY Graduate Center

Deborah Waxenberg  
*Assistant Professor of Psychology*  
B.A., Hampshire College;  
Ph.D., CUNY Graduate Center

Andrew Weinstein  
*Assistant Professor of Art History*  
B.A., Brown University;  
M.A., University of Pennsylvania;  
M.A., New York University;  
Ph.D., New York University

James Wylie  
*Associate Professor of Humanities*  
B.A., Boston University

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# THE COOPER UNION Nondiscrimination Policies

## Nondiscrimination and Anti-Harassment Policies and Complaint Procedures

The Cooper Union's vice president for finance, administration & treasurer/equal opportunity officer has overall responsibility for the management of the college's Equal Opportunity and Nondiscrimination Policies and has been designated to coordinate compliance activities under these policies and applicable federal, state and local laws. Students, faculty, and staff may contact the vice president for finance, administration & treasurer/equal opportunity officer, human resources manager, dean of students or their academic dean to inquire about their rights under the college's policies, request counseling, or seek information about filing a complaint.

Complaints by students against students are governed by the college's Code of Conduct and Student Equal Educational Opportunity and Nondiscrimination and Anti-Harassment policies. Complaints by students against faculty or other college employees are governed by the Student Equal Educational Opportunity and Nondiscrimination and Anti-Harassment Policies.

Complaints by faculty and other employees are governed by the Equal Employment Opportunity and Nondiscrimination and Anti-Harassment Policies, published in the Staff Handbooks. Links to those policies are available at: [cooper.edu/about/policies](http://cooper.edu/about/policies). Faculty and bargaining unit staff may also refer to their collective bargaining agreements.

All students, faculty and other employees are protected from retaliation for filing a complaint or assisting in an investigation under the Nondiscrimination and Anti-Harassment Policies. The college's policies apply to all students, faculty, other employees, and applicants for admission and employment, and all such persons are protected from coercion, intimidation, interference, or retaliation for filing an internal or external complaint of discrimination or harassment or assisting in an investigation under any of the above-named policies and applicable laws.

## Student Equal Educational Opportunity and Nondiscrimination and Anti-Harassment Policies

The Cooper Union is committed to providing a learning environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. Consistent with this commitment and with applicable laws, it is the policy of The Cooper Union not to tolerate unlawful discrimination or harassment in any form and to provide students who feel that they are victims of discrimination or harassment with mechanisms for seeking redress.

Continuing its long-standing policy to support actively equality of opportunity for all persons, The Cooper Union does not discriminate on the basis of age, race, religion, sex, color, sexual orientation, national and ethnic origin, nor does it discriminate against qualified persons with disabilities or any other legally protected characteristic, in the administration of its admission and educational policies or scholarship, loan, athletic and other school-administered programs. Rather, The Cooper Union affirms that it admits students regardless of their age, race, religion, sex, color, handicap or disability, sexual orientation, ethnicity, national origin or any other legally protected characteristic and thereafter accords them all the rights and privileges generally made available to students at the school.

Consistent with The Cooper Union's policy of supporting cultural diversity, no student shall be refused admission to or be dismissed from The Cooper Union solely because he/she is unable to participate in any examination, study, or work requirement due to his/her religious observances and practices. It is the intent of The Cooper Union to reasonably accommodate an individual student's religious obligations and practices without penalty, based on good faith, effort and due notice to those relevantly concerned of the anticipated religious observance date. It is the student's obligation to provide prior notice of anticipated absences. Students absent due to religious observances and practices will be given an opportunity to make up any examination, study, or work requirement missed, without penalty. The college also modifies policies, practices, and procedures for, and grants reasonable accommodations, and provides auxiliary aids and services to students with disabilities in accordance with the law.

Discriminatory harassment and sexual harassment pose a direct threat to the right of every member of The Cooper Union community to be treated respectfully. Students, professors, staff, and administrators share an obligation to maintain an environment in which members of the community are free to pursue and

to promote learning, scholarly inquiry, and artistic achievement without harassment. The harassment of any student is unacceptable and will not be tolerated at The Cooper Union.

Nothing in this policy shall abridge academic freedom or the college's educational mission. Prohibitions against discrimination and harassment do not extend to statements or written materials that are germane to the classroom subject matter.

## Definitions

For purposes of these policies and procedures, discrimination, discriminatory harassment, and sexual harassment are defined as follows:

### Discrimination

Discrimination is defined as:

- Treating members of a protected class less favorably because of their membership in that class
- Having a policy or practice that has a disproportionately adverse impact on protected class members, without sufficient justification; or
- Failing to reasonably accommodate, modify policies, practices, or procedures, or provide appropriate auxiliary aids and services to students with disabilities.

“Protected class” refers to any personal trait or category that is protected by law, including an individual's race, religion, sex, color, ethnicity, national origin, age, marital status, creed, genetic predisposition and carrier status, sexual orientation, alienage, citizenship status, veteran status, disability, or any other characteristic protected by law.

### Discriminatory Harassment

Discriminatory harassment is defined as substantially interfering with an individual's educational or college living experience by subjecting him or her to severe or threatening conduct or to repeated humiliating or abusive conduct, based on his or her membership in a protected class. This includes sexual harassment, which is described below in further detail.

Under this policy, harassment is verbal or physical conduct that belittles or shows hostility or aversion toward an individual because of his or her race, religion, sex, color, ethnicity, national origin, age, marital status, creed, genetic predisposition and carrier status, sexual orientation, alienage, citizenship status, veteran status, disability, or any other characteristic protected by law, or that of his or her relatives, friends, or associates, and that:

- Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;

- Has the purpose or effect of unreasonably interfering with an individual's academic performance; or
- Otherwise adversely affects an individual's academic experience.

Harassing conduct includes, but is not limited to: epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; and written or graphic material that belittles or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on The Cooper Union premises or circulated in the school (including through e-mail).

### Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment; or
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, demeaning, or offensive academic, work or college living environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature. Sex-based harassment—that is, harassment not involving sexual activity or language—may also constitute discrimination if it is severe or pervasive and directed at an individual because of his or her sex.

Truly consensual romantic relationships are not sexual harassment and are not prohibited by The Cooper Union's policies. Individuals should be aware, however, that romantic relationships are susceptible to being determined after the fact to have been nonconsensual, and even coercive, whenever there is an inherent power differential between the parties. Therefore, any such relationship between a faculty or staff member and a student is strongly discouraged.

**Requests for Disability Accommodation**

Students seeking reasonable accommodations, modifications of policies, practices or procedures, and/or auxiliary aids and services for a disability should contact the dean of students ideally at least six weeks before the beginning of the semester. Such requests may also be given to the Vice President for Finance, Administration & Treasurer/Equal Opportunity Officer.

**Inquiries About Policy**

Inquiries concerning any policy, program or other activity at The Cooper Union may be referred to the following individual who has been designated by The Cooper Union to oversee the continued application of the School's Nondiscrimination and Anti-Harassment Policies:

Office of Business Affairs  
The Cooper Union for the Advancement of Science and Art  
Business Office  
30 Cooper Square, 7th Floor  
New York, NY 10003  
212.353.4150

**Procedures for Students with Concerns or Complaints About Discrimination and Harassment and Non-Retaliation Policy**

All members of the college community are expected to adhere to the college's policies and to cooperate with the procedures for responding to complaints of discrimination and harassment. All are encouraged to report any conduct believed to be in violation of these policies. It is in the best interest of the entire Cooper Union community for students to report incidents of discrimination and harassment. All students and applicants for admission are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the applicable policies and laws. Subjecting another to retaliatory, intimidating or coercive conduct for filing a complaint or participating in an investigation is prohibited and may be addressed as a separate violation.

Any person who believes that he or she has been the subject of discrimination or harassment may initially choose to deal with the alleged offender directly through a face-to-face discussion, a personal telephone conversation, e-mail correspondence, or letters. In many cases, this may effectively resolve the situation; however, individuals are not required to address the alleged offender directly. Such an approach may be ineffective in correcting the problem, or an individual may be uncomfortable in handling the situation alone. All students are strongly urged to promptly report concerns of discrimination and harassment under the procedures outlined below.

**Formal Complaint Procedures for Students**

Students who wish to make a formal complaint may do so in accordance with the procedures set forth below.

**Complaints About Other Students**

The harassment of any student is unacceptable and will not be tolerated at The Cooper Union. It is in the best interest of the entire Cooper Union community for students to report incidents of discrimination and harassment. Any student who believes he or she has been subjected to harassment by another student should submit a complaint, if possible in writing, to the vice president for finance, administration & treasurer/equal opportunity officer, the dean of students or his or her academic dean. The college will then designate the appropriate person to address the complaint. After a complaint is made, it will be investigated and an attempt will be made to resolve the matter as amicably and privately as possible. The penalties of expulsion, suspension, dismissal, warning, proba-

tion, or loss of privileges can be meted out to the offending student in the college's discretion and as the college deems appropriate. The matter may be referred to the Student Judicial Committee, in accordance with the procedures set forth in *The Code of Conduct*.

### **Complaints About Faculty And Employees**

The Cooper Union has established separate procedures to handle student complaints about harassment and discrimination imposed on students by faculty or staff.

Sexual harassment, whether it imposes a requirement of sexual cooperation as a condition of academic achievement or not, is inimical to the college's academic environment. Harassment and discrimination on the basis of race, religion, national origin, sex, disability, and/or sexual orientation and any other characteristic protected by law are also prohibited. Student complaints about harassment by staff or faculty should be filed with the dean of students, the vice president for finance, administration & treasurer/equal opportunity officer, or the academic dean.

The vice president for finance, administration & treasurer/equal opportunity officer will investigate, or will appoint an investigator to investigate the matter and try to resolve the matter as amicably and privately as possible.

If this effort is not successful and if the vice president for finance, administration & treasurer/equal opportunity officer or the president deems it appropriate under the circumstances, a Hearing Board may be appointed by the president to review the complaint, conduct any additional investigation deemed appropriate, and make recommendations to the president.

A Hearing Board is typically comprised of an academic dean, a faculty member, and an elected student representative, all from schools other than that of the complainant, although the college retains discretion to alter the composition of a Hearing Board as it deems appropriate.

In resolving any matter, the college retains discretion to take any remedial action it deems appropriate, including, without limitation, warning, demotion, transfer, suspension, training and termination.

Complaints against persons represented by a labor organization will be handled in a manner that is consistent with the applicable collective bargaining agreement.

### **Complaints About Third Parties**

Student complaints of discrimination or harassment by third parties (e.g., visitors to the school or contractors working on school premises) may be filed in the same manner as complaints about faculty and employees and will be governed by the same procedures.

Independent Investigation and Review by Trustees The Cooper Union, in its discretion, may conduct an investigation independent of or in addition to the procedures outlined above, at any time. In addition, although the Board of Trustees will not typically be involved in the receipt, investigation and remediation of complaints of discrimination and harassment, the Board of Trustees or a committee authorized by the Chairman of the Board of Trustees is authorized to modify the procedures herein as it deems appropriate under the circumstances, and to take remedial action as it deems appropriate.

At the conclusion of the investigation under any of the procedures set forth above, the complaining party and the accused party will be notified of the outcome of the investigation. Students with questions as to the appropriate procedure in a particular situation should contact the dean of students, the vice president for finance, administration & treasurer/equal opportunity officer, or their academic dean.

### **Non-Retaliation**

Retaliation against students who complain about perceived discrimination or harassment is strictly prohibited. Complaints of retaliation will be investigated and treated as violations of the college's Nondiscrimination and Anti-Harassment Policy.

### **Compliance with Laws Promoting Equal Educational Opportunity and Prohibiting Discrimination and Harassment**

In accordance with all applicable laws and pursuant to its own policies and operating procedures, The Cooper Union provides for equal opportunity and prohibits unlawful discrimination and harassment. The applicable laws include:

**Title VI of the Civil Rights Act of 1964**, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving federal financial assistance.

**Title VII of the Civil Rights Act of 1964**, as amended, prohibits discrimination against any person because of race, color, sex, religion, pregnancy or national origin in connection with employment.

**Title IX of the Education Amendments of 1972**, as amended, prohibits discrimination on the basis of sex in the conduct or operation of a school's educational programs or activities, including admission to these programs and activities.

**Section 504 of the Rehabilitation Act of 1973**, prohibits the exclusion of any person solely on the basis of a disability from participation in or access to benefits of any federally financed program or activity; it also prohibits discrimination against any person solely on the basis of disability in any federally financed program or activity.

**The Americans with Disabilities Act of 1990**, amended by Congress in 2008, prohibits discrimination against persons with disabilities in public accommodations.

**The Age Discrimination Act of 1975**, prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance. The New York Executive Law, Article 15, Section 296(4), prohibits an educational institution from denying the use of its facilities to anyone otherwise qualified or permitting harassment of a student or applicant on the basis of color, race, religion, disability, national origin, sexual orientation, military status, sex, age, and marital status.

**The New York Education Law, Section 313**, as amended, prohibits educational institutions from discriminating against persons seeking admission as students to any institution, program, or course because of race, color, sex, religion, creed, marital status, age, sexual orientation, or national origin.

**The New York City Human Rights Law, Section 8-107**, prohibits discrimination on the basis of actual or perceived race, creed, color, national origin, age, gender (including gender identity and expression), disability, marital status, partnership status, sexual orientation, or alienage or citizenship status in public accommodations.

Any person wanting to file an external complaint under any of these laws should consult the Web site of the relevant government agency listed below:

**Office of Civil Rights, U.S. Department of Education**

ed.gov

**New York State Division of Human Rights**

dhr.ny.us

**New York City Commission on Human Rights**

nyc.gov/html/cchr/home.html

## **Policy and Procedures for Faculty and Staff Faculty and Staff Equal Employment Opportunity and Nondiscrimination and Anti-Harassment Policies**

The Cooper Union is an equal opportunity employer and is committed to providing a working and learning environment free from unlawful discrimination and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. The college does not discriminate against or permit harassment of employees or applicants for employment on the basis of race, color, sex, gender (including gender identity and expression), pregnancy, religion, creed, national origin, age, alienage and citizenship, status as a perceived or actual victim of domestic violence, disability, marital status, sexual orientation, military status, partnership status, genetic predisposition or carrier status, arrest record, or any other legally protected status.

Sexual harassment is strictly prohibited. Harassment on the basis of any other protected characteristic is also strictly prohibited. The Cooper Union reasonably accommodates employees and applicants with disabilities and also provides reasonable accommodation of religious beliefs and practices in accordance with law.

Nothing in these policies shall abridge academic freedom or the college's educational mission. Prohibitions against discrimination and harassment do not extend to statements or written materials that are germane to classroom subject matter.

All members of The Cooper Union community are expected to adhere to these policies and to cooperate with the procedures for responding to complaints of discrimination and harassment.

They also are encouraged to report any conduct they believe to be in violation of these policies. Management and supervisory personnel in particular are responsible for taking reasonable and necessary action to prevent discrimination and harassment in the workplace and for responding promptly and thoroughly to any such claims. Those individuals include any officer or dean having formal supervisory responsibility over employees. For the purpose of these policies, faculty are supervisors of other faculty when they are acting in a supervisory role as department chair, dean, academic vice president, or similar position.

Employees may file an informal or formal complaint under this policy as set forth below. Any individual found to have engaged in discrimination or harassment will be subject to discipline up to and including termination. Retaliation against anyone who files a complaint or participates in an investigation of a complaint is prohibited and will be addressed as a separate violation of this policy.

The Cooper Union provides training programs to educate faculty and administrators about conduct that may constitute a violation of its policies and to inform them of the procedures that are available to respond to alleged violations.

## Definitions

For purposes of these policies and procedures, discrimination, discriminatory harassment, and sexual harassment are defined as follows:

### Discrimination

Discrimination is defined as:

- Treating members of a protected class less favorably because of their membership in that class; or
- Having a policy or practice that has a disproportionately adverse impact on protected class members, without sufficient justification.
- Failing to reasonably accommodate qualified individuals with disabilities where doing so does not constitute an undue hardship.
- “Protected class” refers to any personal trait or category that is protected by law, including an individual’s race, religion, sex, color, ethnicity, national origin, age, marital status, creed, genetic predisposition and carrier status, sexual orientation, alienage, citizenship status, veteran status, disability, or any other characteristic protected by law.

### Discriminatory Harassment

Discriminatory Harassment is defined as subjecting an individual to humiliating, abusive, or threatening conduct that creates an intimidating, hostile, or abusive work environment; alters the conditions of employment; or unreasonably interferes with an individual’s work performance on the basis of that individual’s membership in a protected class. This includes sexual harassment, which is described in further detail below. Under this policy, harassment is verbal or physical conduct that belittles or shows hostility or aversion toward an individual because of his or her race, religion, sex, color, ethnicity, national origin, age, marital status, creed, genetic predisposition and carrier status, sexual orientation, alienage, citizenship status, veteran status, disability, or any other characteristic protected by law, or that of his or her relatives, friends, associates, and that:

- Has the purpose or effect of creating an intimidating, hostile, or offensive work environment;
- Has the purpose or effect of unreasonably interfering with an individual’s work performance; or
- Otherwise adversely affects an individual’s employment.

Harassing conduct includes, but is not limited to: epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; and written or graphic material that belittles or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on The Cooper Union premises or circulated in the workplace (including through e-mail).

### Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment; or
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, demeaning, or offensive working environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual’s body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature. Sex-based harassment—that is, harassment not involving sexual activity or language—may also constitute discrimination if it is severe or pervasive and directed at employees because of their sex.

Truly consensual romantic relationships are not sexual harassment and are not prohibited by The Cooper Union policies. Individuals should be aware, however, that romantic relationships are susceptible to being determined after the fact to have been nonconsensual, and even coercive, whenever there is an inherent power differential between the parties. Therefore, any such relationship with a subordinate employee or a student is strongly discouraged.

### Disability Accommodation

Employees seeking an accommodation for a disability should contact the Human Resources Manager, Yvonne Moray.

### **Inquiries About Policy**

Inquiries concerning any policy, program or other activity at The Cooper Union may be referred to the following individual who has been designated by The Cooper Union to oversee the continued application of the School's Nondiscrimination and Anti-Harassment Policies:

Office of Business Affairs  
The Cooper Union for the Advancement of Science and Art  
Business Office  
30 Cooper Square, 7th Floor  
New York, NY 10003  
212.353.4150

### **Individuals and Conduct Covered**

These employee policies apply to all applicants and employees, and prohibit harassment, discrimination and retaliation whether engaged in by fellow employees, by a supervisor or manager, or by someone not directly connected to The Cooper Union (e.g., an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace. Any individual found to have engaged in sexual or any other form of harassment, or other inappropriate conduct, will be disciplined as appropriate, up to and including discharge.

### **Non-Retaliation Policy**

The Cooper Union will not in any way retaliate against an individual who, in good faith, makes a complaint or report of harassment, or participates in the investigation of such complaint or report. Retaliation against any individual for, in good faith, reporting a claim of discrimination or harassment or cooperating in the investigation of same will not be tolerated and will itself be subject to appropriate discipline.

Reports of retaliation should be made in the same manner as complaints reporting discrimination and harassment and such complaints will be investigated.

## **Complaint Procedures for Faculty and Other Employees and Applicants**

Any employee who has witnessed, been subject to, or believes that he or she has been the subject of discrimination, sexual or any other form of harassment or retaliation by anyone at The Cooper Union should, and is encouraged to, bring the matter to the attention of a supervisory staff member or the Vice President for Finance, Administration & Treasurer/Equal Opportunity Officer referred to above or to other persons designated to receive complaints as set forth below. Individuals should not feel obligated to file their complaints with their immediate supervisor before bringing the matter to the attention of the other designated representatives.

*IMPORTANT NOTICE TO ALL EMPLOYEES:* Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing legal action. Also, please note, federal, state and local discrimination laws establish specific time frames for initiating a legal proceeding pursuant to those laws.

### **The Investigation and Confidentiality**

A prompt, thorough and impartial investigation of the alleged incident will be conducted to the extent possible, and appropriate corrective action will be taken if warranted. To the extent consistent with adequate investigation and appropriate corrective action, complaints of discrimination and harassment will be treated as confidential. At the conclusion of the investigation, the complaining party and the accused party will be notified of the outcome of the investigation.

### **Responsive Action**

Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and adequately. Responsive action may include, without limitation, training, referral to counseling, monitoring the offender, and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reduction of wages, demotion, reassignment, temporary suspension without pay, or termination, as The Cooper Union believes appropriate under the circumstances.

### **Grievance Procedure Under The Cooper Union's Nondiscrimination and Anti-Harassment Policies**

An employee of The Cooper Union who believes that he or she has been discriminated against or harassed in violation of any provision of The Cooper Union's Nondiscrimination or Anti-Harassment Policies may ask the offender to stop his/her behavior. An employee should not feel obligated to confront the offender, however, and may also attempt to resolve such grievance in the following manner.

#### **Step 1. Informal Complaint**

Employees with complaints in which the immediate supervisor is not directly involved generally should start at Step 1. Employees with complaints which directly involve the immediate supervisor or in which the employee is not comfortable presenting the complaint directly to his/her supervisor should proceed directly to Step 2.

The complainant should present the complaint, if possible in writing, to his or her immediate superior as soon as possible after the date on which the alleged act of discrimination or harassment took place, and should also forward a copy of any written complaint in a sealed envelope marked "CONFIDENTIAL" to the Vice President for Finance, Administration & Treasurer/Equal Opportunity Officer or to the Human Resources Manager.

The complainant's immediate superior or another individual designated by the college shall meet with the complainant for purposes of initiating an investigation. An investigation may involve a review of documents and interviews with witnesses and the alleged offender. Once an investigation is completed, appropriate remedial action will be taken.

If the complaint is not satisfactorily resolved at Step 1, it may be presented as a formal grievance/appeal under Step 2. As stated previously, if the complainant is uncomfortable presenting his/her complaint to his/her immediate supervisor, the complainant may immediately proceed to Step 2.

#### **Step 2. Formal Grievance/Step**

In the case where the complainant feels uncomfortable presenting the complaint to his or her immediate supervisor or when the complainant is dissatisfied by the results of Step 1, the grievance may be formally presented by the grievant to the Vice President for Finance, Administration & Treasurer/Equal Opportunity Officer or to the Human Resources Manager.

The grievance should be written, if possible, and set forth specifically the facts on which the grievance is based. The Equal Opportunity Officer, or an authorized designee, will investigate the grievance and/or review the investigation already conducted and make a determination on the grievance and appropriate remedial action.

### **Separate Rights of Faculty and Bargaining Unit Staff**

Nothing herein precludes faculty and bargaining unit staff from seeking redress under their collective bargaining agreements.

### **Independent Investigation and Review by Trustees**

The Cooper Union, in its discretion, may conduct an investigation independent of or in addition to the procedures outlined above at any time. In addition, although the Board of Trustees will not typically be involved in the receipt, investigation and remediation of complaints of discrimination and harassment, the Board of Trustees or a committee authorized by the Chairman of the Board of Trustees is authorized to modify the procedures herein as it deems appropriate under the circumstances, and to take remedial action as it deems appropriate in certain cases.

### **Compliance with Federal, State and Local Laws Promoting Equal Employment Opportunity, Prohibiting Discrimination and Harassment and Authorizing Affirmative Action**

In accordance with all applicable laws and pursuant to its own policies and operating procedures, The Cooper Union provides for equal opportunity, prohibits unlawful discrimination and harassment, and takes affirmative action. The applicable laws include:

**Title VI of the Civil Rights Act of 1964**, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving federal financial assistance.

**Title VII of the Civil Rights Act of 1964**, as amended, prohibits employment discrimination against any person because of race, color, religion, sex, pregnancy, or national origin.

**Title IX of the Education Amendments of 1972**, as amended, prohibits discrimination on the basis of sex in the conduct or operation of a school's educational programs or activities, including employment in these programs and activities.

**The Equal Pay Act of 1963**, prohibits discrimination on the basis of sex in rates of pay. The Lily Ledbetter Act of 2009 extends this protection. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment.



**Section 503 of the Rehabilitation Act of 1973**, requires a federal contractor to take affirmative action to employ and advance in employment qualified workers with disabilities. Section 504 prohibits the exclusion of any person solely on the basis of a disability from participation in or access to benefits of any federally financed program or activity; it also prohibits discrimination against any person solely on the basis of disability in any federally financed program or activity.

**The Americans with Disabilities Act of 1990**, amended by Congress in 2008, prohibits discrimination in public accommodations and in employment against a qualified person with a disability and requires an employer to provide qualified applicants and employees with reasonable accommodations.

**The Age Discrimination in Employment Act of 1967**, as amended, prohibits discrimination in employment on the basis of age.

**The Age Discrimination Act of 1975**, prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance.

**The Uniformed Services Employment and Reemployment Rights Act (USERRA)**, prohibits discrimination in employment based on past, current, or future military obligations.

**The Vietnam Era Veterans' Readjustment Assistance Act of 1974 and the Veterans Employment Opportunities Act of 1998**, as amended, prohibit job discrimination and require affirmative action to employ and advance in employment qualified special disabled veterans, veterans of the Vietnam Era, recently separated veterans, and any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

**The Immigration Reform and Control Act of 1986**, prohibits employers from discriminating on the basis of citizenship status. The prohibition extends to employers who hire only U.S. citizens or U.S. citizens and green card holders, as well as to employers who prefer to employ unauthorized workers or temporary visa holders rather than U.S. citizens and other workers with employment authorization.

**The Small Business Act of 1958**, as amended, Section 15(g)(1), requires federal contractors to afford maximum practicable business opportunities to Small Business Concerns, including businesses owned by disadvantaged individuals, disabled veterans, and women.

**The New York Executive Law, Article 15**, Section 296(1), prohibits discrimination against any person in employment because of age, race, creed, color, national origin, sexual orientation, military status, sex, disability, genetic predisposition or carrier status, marital status, or arrest record. Section 296(4) prohibits an educational institution from denying the use of its facilities to anyone otherwise qualified or permitting harassment of a student or applicant on the basis of color, race, religion, disability, national origin, sexual orientation, military status, sex, age, and marital status.

**The New York Labor Law, Section 194**, prohibits discrimination on the basis of sex in rates of pay.

**The New York City Human Rights Law, Chapter 1, Section 8-107**, makes it an unlawful discriminatory practice for an employer to discriminate against any person because of his or her actual or perceived age, race, creed, color, national origin, gender (including gender identity and expression), disability, marital status, sexual orientation, alienage or citizenship status, partnership status or status as a perceived or actual victim of domestic violence.

Any person wanting to file an external complaint under any of these laws should consult the Web site of the relevant government agency listed below:

**Office of Federal Contract Compliance Programs**

[dol.gov/esa/contacts/ofccp/ofnation2.htm#NewYork](http://dol.gov/esa/contacts/ofccp/ofnation2.htm#NewYork)

**U.S. Equal Employment Opportunity Commission**

[eeoc.gov](http://eeoc.gov)

**Office of Civil Rights, U.S. Department of Education**

[ed.gov](http://ed.gov)

**Veterans' Training and Employment Service,**

**U.S. Department of Labor**

[dol.gov/vets](http://dol.gov/vets)

**New York State Division of Human Rights**

[dhr.ny.gov](http://dhr.ny.gov)

**New York State Department of Labor**

[labor.ny.gov](http://labor.ny.gov)

**New York City Commission on Human Rights**

[nyc.gov/html/cchr/home.html](http://nyc.gov/html/cchr/home.html)

**INDEX**

41 Cooper Square, 6  
 Academic standards and regulations  
   General, 22  
   Architecture, 37  
   Art, 55  
   Engineering 79  
   Humanities and Social Sciences 121  
 Accreditation, 5  
 Administration, The Cooper Union, 134  
 Admissions, Engineering Master  
   degree program, 15  
 Admission after three years of  
   high school, 15  
 Admission, early decision  
   Art, 12  
   Engineering, 15  
 Admission information  
   and application, 9  
 Admission, rolling (Art), 12  
 Advanced Placement credit  
   Engineering, 14  
   Humanities and Social Sciences,  
   121  
 Alcoholic beverages and illegal drugs,  
   policy on, 28  
 Alumni Association, Cooper Union, 8  
 Appeal (of academic standards and  
   regulations), 25  
 Application calendars, 9–15

**Architecture,****The Irwin S. Chanin School of**

Academic standards  
   and regulations, 37  
 Accreditation, 36  
 Application calendar, 10–11  
 Attendance, 22  
 Awards and prizes, 20  
 Courses, 47  
 Faculty, 49  
 First-year application requirements,  
   10  
 Graduate Curriculum, 42  
 Mission Statement, 34  
 Retention and graduation, 9  
 Scholarships, 20  
 Transfer requirements, 11  
 Undergraduate curriculum, 35

**Art, The School of**

Academic standards and  
   regulations, 55  
 Application calendar, 12–13  
 Attendance 22, 55  
 Awards and prizes, 20–21  
 Bachelor of Fine Arts curriculum, 52  
 Certificate requirements, 52  
 Courses, 61  
 Electives, 53–54  
 Facilities, 58  
 Faculty, 68  
 First-year application requirements,  
   12  
 Mission Statement, 51  
 Nonresident study, 54  
 Retention and graduation, 9  
 Scholarships, 20  
 Transfer requirements, 13

Attendance  
   General, 22  
   Art, 22, 55  
   Engineering, 22  
   Humanities and Social Sciences,  
   22, 122  
 Awards and prizes, 20  
 Biomedical Engineering, 83  
 Books, materials and school supplies,  
   17  
 Brooks Computer Center, 72  
 Budget guide, 19  
 Calendar  
   Academic 2013–14, 2  
   Application, 10–15  
   Changes, 22  
 Career Development, 8  
 Center for Design & Typography, 59  
 Center for Innovation and  
   Applied Technology, 73  
 Center for Materials and  
   Manufacturing Technology, 73  
 Center for Signal Processing,  
   Communications and  
   Computer Engineering, 73  
 Center for Sustainable Engineering,  
   Art and Architecture—  
   Materials, Manufacturing  
   and Minimalization, 74  
 Center for Urban Systems  
   and Infrastructure, 73  
 Center for Writing, 122  
 Certificate in Art requirements, 52  
 Change of program  
   Architecture, 39  
   Art, 56  
   Engineering, 81  
 Chemical Engineering  
   Courses, 97–99  
   Curriculum, 82–84  
 Chemical Technology, Applied, 83  
 Civil Engineering  
   Courses, 99–101  
   Curriculum, 85–86  
 Code of Conduct, 30–33  
 Computer  
   Brooks Computer Center, 72  
   Computer Studio 59  
   Architecture, 45  
   Art, 59  
   Courses (Art), 61  
 Continuing Education, 7

**Cooper Union, The**

Academic Calendar, 2  
 Accreditation, 5  
 Administration, 134  
 Alumni Association, 8  
 Career Development, 8  
 Facilities, 6  
 Financial aid, 17  
 History, 4  
 Mission, 3  
 Programs, 5  
 Scholarships, 20  
 Trustees, 134

C.V. Starr Foundation, 72  
 Code of Conduct, 30

**Courses**

Architecture, 47  
 Art, 61  
 Art History and Theory, 130  
 Biology, 113  
 Chemistry, 109  
 Computer Science, 113  
 Design, 63  
 Drawing, 61  
 Engineering, 97  
   Chemical, 97  
   Civil, 99  
   Electrical, 102  
   Engineering Sciences, 113  
   Interdisciplinary, 114  
   Mechanical, 107  
 Film and Video, 62  
 Humanities and Social Sciences,  
   121  
 Mathematics, 110  
 Painting, 64  
 Performance, 65  
 Printmaking, 66  
 Physics, 111  
 Sculpture, 67  
 Credits  
   Architecture, 37  
   Art, 55  
   Engineering, 74  
 Curriculum  
   Bachelor of Architecture, 35  
   Bachelor of Engineering, 74  
   Bachelor of Fine Arts, 52  
   Humanities and Social Sciences,  
   121  
   Master of Architecture II, 42  
   Master of Engineering, 76  
 Dean's List (Engineering), 77  
 Design and Typography, The Center for,  
   59  
 Disabled Student Services, 8  
 Disciplinary sanctions, 33  
 Dismissal, 22, 26  
 Dismissal and academic probation  
   Architecture, 38  
   Art, 57  
   Engineering, 81  
 Drawing  
   Courses, 61  
   Facilities, 58  
 Electrical Engineering  
   Courses, 102  
   Curriculum, 87  
 Emeriti  
   Faculty and Administration, 135  
   Trustee, Chairman, President, 135  
 Energy Engineering, 83

**Engineering, The Albert Nerken  
School of**

Academic standards, 79  
 Advisory Council, 78, 120  
 Application calendar, 14–15  
 Attendance, 22  
 Awards and prizes, 20–21  
 Bachelor's degree programs, 74  
 Courses, 97  
 Curricula, 74  
 Facilities and Research, 72  
 Faculty, 118–120

First-year application requirements,  
   14  
 Honors, 77  
 Master of Engineering application  
   requirements, 15, 76  
 Minors, 77  
 Mission statement, 70  
 Overview, 71  
 Professional Development, 78  
 Transfer requirements, 15  
 Engineering Sciences, courses, 113  
 English proficiency, 16  
 Environmental Engineering, 83  
 Examinations, final (Engineering), 80  
 Exchange programs (Art), 54  
 Faculty  
   Architecture, 49  
   Art, 68  
   Engineering, 118–120  
   Humanities and Social Sciences,  
   133  
 Fair Use, 26  
 Fees and expenses, 16  
 Film and Video  
   Courses, 62  
   Facilities, 59  
 Financial aid, 17  
 First-year application requirements, 9  
 First-year orientation, 2  
 First-year profile—Fall 2012, 9  
 Foundation Building, 6  
 Grades  
   Architecture, 38  
   Art, 56  
   Engineering, 80  
   Humanities and Social Sciences,  
   121  
 Graduation  
   Architecture, 41  
   Art, 57  
   Engineering, 77  
   Fee, 17  
 Graphic Design  
   Courses, 63  
   Facilities, 59, 60  
 Great Hall, 6  
 Health, 23, 24  
 History of The Cooper Union, 4  
 Honors, graduation with  
   (Engineering), 77  
 Housing, 7  
   Fee, 16  
 Humanities and Social Sciences,  
 Faculty of  
   Academic regulations, 121  
   Aims and objectives, 121  
   Attendance, 122  
   Awards and prizes, 20, 21  
   Center for Writing, 122  
   Courses, 123–132  
   Curriculum, 123  
   Faculty, 133  
   Minor, 121  
 Immunization, Vaccination and, 24  
 Independent study  
   Art, 55  
   Humanities and Social Sciences,  
   121  
 Insurance, 24  
   Fee, 16

- Interdisciplinary Engineering
  - Courses, 114–117
- International students, 16
- Law, Preparatory studies, 78
- Leave of absence
  - Architecture, 39
  - Art, 57
  - Compulsory Medical, 24
  - Discretionary, 24
  - Medical, 24
  - Returning, 24
- Library, 6
- Lubalin, Herb, Study Center of Design and Typography staff, 69
- Master of Engineering program
  - Admission, 76
  - Application requirements, 15
  - Courses, 98, 104, 108, 110, 111, 112, 116
  - Curriculum, 76
  - Degree requirements, 76
  - Fellowships, 77
  - Thesis project, 77
- Mathematics courses, 110
- Maurice Kanbar Center for Biomedical Engineering, 73
- Mechanical Engineering
  - Courses, 107
  - Curriculum, 94
- Medical, Preparatory studies, 78
- Mobility Program (Art), 54
- Nondiscrimination and Anti-Harassment policies 136
- Officers, Cooper Union, 134
- Orientation, new student, 2
- Painting
  - Courses, 64
  - Facilities, 58
- Photography
  - Courses, 65
  - Facilities, 58
- Physics, 111–113
- Pre-medical, Pre-law, Pre-business, 78
- Printmaking
  - Courses, 66
  - Facilities, 58
- Probation, academic
  - Architecture, 38
  - Art, 57
  - Engineering, 81
- Program changes, 234
- Progress toward the degree
  - Architecture, 37
  - Art, 54
- Property, student, 22
- Readmission
  - Architecture, 41
  - Art, 57
- Records, student, 23
- Refunds, 17
- Registration, 22
- Regulations, general, 22
- Religious observances, policy on, 26
- Residence (degree requirement)
  - Architecture, 41
  - Art, 57
  - Engineering, 75
- Retention and graduation rate, 9
- Safety, campus security and, 29
- Sculpture
  - Courses, 67
  - Facilities, 58
- Student Accident and Sickness Enrollment Waiver, 17
- Student Council, Joint, 7
- Student life, 7
- Student records, 23
- Student Residence, 7
- Student rights, 30
- Thesis project (Master of Engineering), 77
- 30 Cooper Square, 7
- Transcripts, 23
- Transfer application requirements
  - Architecture, 11
  - Art, 13
  - Engineering, 15
- Transfer credit
  - General, 23
  - Architecture, 37
  - Art, 55
  - Engineering, 78
  - Humanities and Social Sciences, 121
- Trustees, The Cooper Union, 134
- Tuition, 16
- Vaccination and Immunization, 24
- Video
  - Courses, 62
  - Facilities, 59
- Withdrawal
  - From Architecture course, 39
  - From Humanities course, 122
  - From school, 39, 57, 81
- Writing, Center for, 122

# APPLICATION FOR ADMISSION

Office of Admissions and Records  
**The Cooper Union**  
for the Advancement of Science and Art  
30 Cooper Square  
New York, NY 10003

**Tel: 212.353.4120**  
**Fax: 212.353.4342**  
**cooper.edu**  
**admissions@cooper.edu**

CEEB Code: 2097

Please print in ink.  September 2014

**A \$70 nonrefundable application fee must be submitted with this application.**

Make checks payable to The Cooper Union. Only checks or money orders will be accepted. Your cancelled check is your receipt.

Check one category:  First-Year Applicant  Transfer Applicant  
 Master of Engineering Note: Master of Architecture II *see separate application*

Check only one major from the following:

<p><b>The Irwin S. Chanin School of Architecture<sup>1</sup></b></p> <p><input type="checkbox"/> Bachelor of Architecture (5-year degree)</p> <p><b>First-Year Deadline:</b> Jan 6 <b>Transfer Deadline:</b> Jan 6</p>	<p><b>The School of Art*</b></p> <p><input type="checkbox"/> Bachelor of Fine Arts (4-year degree)</p> <p><input type="checkbox"/> <b>Early Decision Deadline:</b> Dec 2</p> <p><b>First-Year Deadline:</b> Jan 6 <b>Transfer Deadline:</b> Jan 6</p>	<p><b>The Albert Nerken School of Engineering</b></p> <p><input type="checkbox"/> <b>Bachelor of Engineering Programs</b> <i>Check one</i></p> <p><input type="checkbox"/> Chemical Engineering <input type="checkbox"/> Civil Engineering <input type="checkbox"/> Electrical Engineering <input type="checkbox"/> Mechanical Engineering</p> <p><input type="checkbox"/> <b>Master of Engineering</b> <i>Also see additional application</i></p> <p><input type="checkbox"/> <b>Early Decision Deadline</b> (First-Year only): Dec 2</p> <p><b>First-Year Deadline:</b> Feb 3 <b>Transfer Deadline:</b> Feb 3 <b>Master of Engineering Deadline:</b> Feb 17</p>
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Social Security # \_\_\_\_\_

Name  Mr.  Ms. \_\_\_\_\_  
First Middle Last

Last name while in high school if now different: \_\_\_\_\_

Date of Birth \_\_\_\_\_ Birthplace \_\_\_\_\_  
City / State / Country

Are you a U.S. citizen?  Yes  No

Are you a Permanent Resident?  Yes  No

If not, what type of visa do you have?  A  B  F  G  H  Not Applicable  
 I  J  R  L  M  Other

Do you hold an I-20 from any institution?  Yes  No

Home Address \_\_\_\_\_  
No. and Street Apt# County City and State Zip Code

Mailing Address \_\_\_\_\_  
No. and Street Apt#

County \_\_\_\_\_ City and State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone ( ) \_\_\_\_\_ Cellphone ( ) \_\_\_\_\_ E-mail address \_\_\_\_\_

**\*Please do not include any support material—i.e., slides, sketchbooks, CDs/DVDs—at this time. We will accept portfolio work which accompanies your home test. The home test will be sent to you in December (Early Decision Applicants) and January (Regular Decision Applicants).**

Year of H.S. Graduation \_\_\_\_\_ Name of Your High School \_\_\_\_\_

Address of High School \_\_\_\_\_  
No. and Street \_\_\_\_\_

City and State \_\_\_\_\_ Zip Code \_\_\_\_\_ CEEB Code \_\_\_\_\_

Is this the first time you are seeking either a two or four year college degree?  Yes  No

How did you find out about The Cooper Union? \_\_\_\_\_

Have you ever applied to The Cooper Union prior to this year? If so, when? \_\_\_\_\_

Have you ever attended an Open House or Tour at The Cooper Union?  Yes  No

Have you ever attended a Portfolio Day?  Yes  No

If yes, please indicate where and when. \_\_\_\_\_

Parent/Guardian/Partner/Spouse 1 Name:  Mr.  Ms. \_\_\_\_\_

Home Address \_\_\_\_\_  
No. and Street \_\_\_\_\_ Apt# \_\_\_\_\_ County \_\_\_\_\_ City and State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail address \_\_\_\_\_

Occupation \_\_\_\_\_ Employer \_\_\_\_\_

Is your Parent/Guardian/Partner/Spouse 1 a college graduate?  Yes  No

If so, what college(s)? \_\_\_\_\_

Parent/Guardian/Partner/Spouse 2 Name:  Mr.  Ms. \_\_\_\_\_

Home Address \_\_\_\_\_  
No. and Street \_\_\_\_\_ Apt# \_\_\_\_\_ County \_\_\_\_\_ City and State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail address \_\_\_\_\_

Occupation \_\_\_\_\_ Employer \_\_\_\_\_

Is your Parent/Guardian/Partner/Spouse 2 a college graduate?  Yes  No

If so, what college(s)? \_\_\_\_\_

Is English your first language? \_\_\_\_\_

**Note:** All applicants (first-year, transfer and graduate students) **MUST** answer the following questions:

Have you been convicted of a felony?  Yes  No Have you been dismissed from a college for disciplinary reasons?  Yes  No

**Ethnic Survey** Response is voluntary and the information will be kept confidential. Refusal to provide this information will not subject the applicant to any adverse treatment. The information is being collected for statistical purposes only and will not be used in a discriminating manner.

Are you Hispanic/Latino  Yes  No

With which ethnic group are you most closely identified?

<input type="checkbox"/> African American	<input type="checkbox"/> Puerto Rican—Commonwealth	<input type="checkbox"/> Caribbean American
<input type="checkbox"/> Puerto Rican—Mainland	<input type="checkbox"/> Caucasian	<input type="checkbox"/> Cuban American
<input type="checkbox"/> Chinese	<input type="checkbox"/> Other Latino	<input type="checkbox"/> Korean
<input type="checkbox"/> Japanese	(please specify)	<input type="checkbox"/> American Indian or Alaskan Native
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese-Laotian-Cambodian	<input type="checkbox"/> Native Hawaiian, Pacific Islander
<input type="checkbox"/> South Asian-Indian-Pakistani	<input type="checkbox"/> Mexican American	<input type="checkbox"/> Multi-ethnic
		<input type="checkbox"/> Other

**All applicants should sign below to verify that the information on this application is complete and accurate to the best of your knowledge, and that it is your own work:**

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Only transfer and graduate engineering applicants should answer the following:**  
(If you do not complete this section, you will not be eligible to receive any credit for previous work.)

Colleges attended

Name	Date	Credits Completed	Major
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Address

City and State	Zip Code	CEEB Code
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Colleges attended

Name	Date	Credits Completed	Major
------	------	-------------------	-------

Address

City and State	Zip Code	CEEB Code
----------------	----------	-----------

Colleges attended

Name	Date	Credits Completed	Major
------	------	-------------------	-------

Address

City and State	Zip Code	CEEB Code
----------------	----------	-----------

Colleges attended

Name	Date	Credits Completed	Major
------	------	-------------------	-------

Address

City and State	Zip Code	CEEB Code
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Do you plan to graduate?  Yes  No

If so, when?

Are you in good academic standing?  Yes  No

Are you eligible to return to college last attended?  Yes  No

If no, please explain

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Reasons for desiring transfer

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If you have been out of college more than four months, indicate what you have been doing since leaving school.

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*over: Master's Degree Applicants only*

# APPLICANTS | MASTER OF ENGINEERING ONLY

## Full-Time Employment Record:

Indicate the most recent full-time position and list others on a separate page appended to this application.

From	To
Company	Address
Position	Job Description

## Extra-Curricular Activities:

Professional Engineering Societies

Honor Societies

Research Projects (include details of papers delivered or published)

## Graduate Engineering

Check  major option you intend to follow in the Graduate Engineering Program at Cooper Union:

Chemical  Civil  Electrical  Mechanical

Please indicate the minor you intend to follow in the Graduate Engineering Program at Cooper Union (optional):

Are you working in any of the fields checked above?  Yes  No

Have you had your thesis subject approved?  Yes  No

Who will be your thesis adviser? (optional)

I understand that I am expected to complete the prescribed curriculum for the course in which I am enrolled and that I will be retained only if I comply with the scholastic requirements and the regulations of the School of Engineering Graduate Program.

Signature \_\_\_\_\_ Date \_\_\_\_\_

# APPLICANTS | MASTER OF ARCHITECTURE II ONLY

Office of Admissions and Records  
**The Cooper Union**  
for the Advancement of Science and Art  
30 Cooper Square  
New York, NY 10003

Tel: 212.353.4120  
Fax: 212.353.4342  
cooper.edu

GRE Code: 2097

Please print in ink  September 2014

**A \$70 nonrefundable application fee must be submitted with this application.**

Make checks payable to The Cooper Union. Only checks or money orders will be accepted. Your cancelled check is your receipt.

**This application and all supporting materials must be received in the Office of Admissions and Records by February 3, 2014.**

Please refer to the website for other required documents and materials.

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**The Irwin S. Chanin School of Architecture | Master of Architecture II**

**State your intended area of study (required):**

Urban Studies  History and Criticism  Technologies

Social Security # \_\_\_\_\_

Name  Mr.  Ms. \_\_\_\_\_

First

Middle

Last

Gender  Male  Female \_\_\_\_\_

Last name while in high school if now different: \_\_\_\_\_

Date of Birth \_\_\_\_\_

Birthplace \_\_\_\_\_

City / State / Country

Home Address \_\_\_\_\_

No. and Street

Apt#

City/State

Zip Code

Mailing Address \_\_\_\_\_

No. and Street

Apt#

City and State

Zip Code

Telephone ( ) \_\_\_\_\_

e-mail address \_\_\_\_\_

Are you a U.S. citizen? \_\_\_\_\_

Yes  No

If not a U.S. citizen, country of citizenship \_\_\_\_\_

Are you a permanent resident?  Yes  No

What type of visa do you have? \_\_\_\_\_

A  B  F  G  H  I

J  R  L  M  Other  Not applicable

Do you hold an I-20 from any institution? \_\_\_\_\_

Yes  No

How did you learn about The Cooper Union? \_\_\_\_\_



**ACADEMIC INFORMATION**

**Please list all high schools, colleges and universities attended and degree(s) attained.**

Note: You must have completed a first professional accredited degree in architecture at least 2 years prior to applying to the program.

High School

Name	CEEB Code	Year of Graduation
Address		
No. and Street	City/State	Zip Code

College attended

Name	Dates
Address	
No. and Street	City/State
Zip Code	
Degree attained	
Date	

College attended

Name	Dates
Address	
No. and Street	City/State
Zip Code	
Degree attained	
Date	

**NATIVE AND FOREIGN LANGUAGE INFORMATION**

Native language

Indicate other languages and ability

Language

Written proficiency  High  Medium  Low      Verbal proficiency  High  Medium  Low

Language

Written proficiency  High  Medium  Low      Verbal proficiency  High  Medium  Low

**RECOMMENDATIONS**

List three people who will write a recommendation letter in support of your application.

Name	College/University/Organization
Name	College/University/Organization
Name	College/University/Organization

**RELEVANT WORK EXPERIENCE**

Employer	Position held	Start date	End date
Address			
No. and Street	City/State	Zip Code	
Employer	Position held	Start date	End date
Address			
No. and Street	City/State	Zip Code	
Employer	Position held	Start date	End date
Address			
No. and Street	City/State	Zip Code	

All applicants **MUST** answer the following questions:

Have you been convicted of a felony?  Yes  No    Have you been dismissed from a college for disciplinary reasons?  Yes  No

**Ethnic Survey** Response is voluntary and the information will be kept confidential. The information is being collected for statistical purposes only and will not be used in a discriminating manner. Refusal to provide this information will not subject the applicant to any adverse treatment.

With which ethnic group are you most closely identified?

<input type="checkbox"/> African American	<input type="checkbox"/> Puerto Rican—Commonwealth	<input type="checkbox"/> Caribbean American
<input type="checkbox"/> Puerto Rican—Mainland	<input type="checkbox"/> Caucasian	<input type="checkbox"/> Cuban American
<input type="checkbox"/> Chinese	<input type="checkbox"/> Other Latino	<input type="checkbox"/> Korean
<input type="checkbox"/> Japanese	(please specify)	<input type="checkbox"/> Native American Indian
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese-Laotian-Cambodian	<input type="checkbox"/> Native Hawaiian, Pacific Islander
<input type="checkbox"/> South Asian-Indian-Pakistani	<input type="checkbox"/> Mexican American	<input type="checkbox"/> Multi-ethnic
<input type="checkbox"/> Other		

**I certify that the information provided on this application is, to the best of my knowledge, complete and accurate.**

**I understand that any misrepresentation may be cause for being denied admission.**

Your application will not be processed without your signature.

Signature \_\_\_\_\_ Date \_\_\_\_\_

First Name \_\_\_\_\_ Last (family) Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

**Incomplete applications cannot be considered.**

**Please refer to the website for other documents and materials required for a complete application.**

**<http://apply.cooper.edu>**