

QUEENS COLLEGE

# Undergraduate Bulletin

2020–2021



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Frank H. Wu, President

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# A Message from the President



Welcome to Queens College! Our campus is beautiful, and also will be your portal to a rewarding future. Here you will be challenged and helped to learn, grow as a moral and thinking individual, and turn your dreams and aspirations into a career or advanced study path.

Your goals will be taken seriously here. We owe our very existence to the far-sighted vision of Queens leaders and residents who, in the depths of the Great Depression, successfully argued for establishing a public college in this borough. Since our doors opened in 1937, we have been guided by the core principles laid out by our first president, Paul Klapper. Under his guidance, Queens College became known for offering an excellent education at an affordable cost to a highly motivated student body. Today, we are listed every year in prestigious guides to both “best colleges” and “best-value” higher education. Queens College was my first choice, and I hope it is yours as well.

Our students are our inspiration. We serve a student body that reflects the economic, cultural, ethnic, and linguistic diversity of this borough and greater metropolitan area, hailing from over 100 countries and speaking more than 83 languages and dialects. Over one-third of them represent the first generation in their family to attend college. Historically our students have been leaders—serving in the Manhattan Project and armed forces during World War II, and embracing the civil rights movement of the 1960s. Today they are in tune with the demands of this generation for social change, racial equality, economic opportunity, and climate justice. During the COVID-19 pandemic, Queens College students have served their communities in countless ways as volunteers. In fact, our college motto is *Discimus ut serviamus*: We learn so that we may serve.

At the same time, our students are the pragmatic agents of their own personal and professional success. Queens College famously offers them a helping hand upward.

Throughout the region and the nation, you will meet our alumni working in many career capacities—from doctors, lawyers, and scientists to artists, musicians, writers, scholars, teachers, business persons, administrators, planners, and community organizers. Many return as speakers and mentors in college programs that link generations of alumni.

Our extraordinary faculty—many of whom also chose to come here from other countries—are widely recognized for their scholarship. They offer a superior liberal arts and sciences education based on inquiry, critical reasoning, the skills to address complex problems, and innovative use of technology and information resources. Many maintain strong ties to the community through their research and advocacy.

Queens College provides many academic and other services to the student body. We also offer many competitive academic programs for high-achieving students, including the City University of New York’s Macaulay Honors College. We have honors programs in the humanities, mathematics and natural sciences, and social sciences, and an honors program for transfer students. We encourage internships and study abroad and, if you are in the sciences, you will be encouraged to work with the faculty on their research. Our QC in 4 program guarantees a degree in four years, and our accelerated master’s programs help students advance to graduate study quickly.

Your college studies will undoubtedly give you some of the most important, joyful years of your life. I invite you into our exceptional community of scholarship and service.

A handwritten signature in black ink that reads "FRANK H. WU". The signature is written in a cursive, slightly slanted style.

Frank H. Wu  
President

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# Calendar

Note: Dates are subject to change. Check the college's website for the most up-to-date information.

## FALL 2020

### August 26 – Wednesday

First day of Fall weekday classes.

### September 7 – Monday

Labor Day – College closed.

### September 18–20 – Friday–Sunday

No classes scheduled.

### September 28 – Monday

No classes scheduled.

### September 29 – Tuesday

Classes follow Monday schedule.

### October 12 – Monday

Columbus Day observed – College closed.

### October 14 – Wednesday

Classes follow Monday schedule.

### November 25 – Wednesday

Classes follow Friday schedule..

### November 26–29 – Thursday–Sunday

Thanksgiving recess – College closed.

### December 10–11 – Thursday–Friday

Reading days – No classes scheduled.

### December 14–18 – Monday–Friday

Weekday final examinations.

## SPRING 2021

### January 29 – Friday

First day of Spring weekday classes.

### February 12 – Friday

Lincoln's Birthday – College closed.

### February 15 – Monday

Presidents' Day – College closed.

### March 27–April 4 – Friday–Sunday

Spring Recess.

### May 19–25 – Wednesday–Tuesday

Weekday final examinations.

## EMERGENCY CLOSINGS

The fastest way to find out if the college will be closed due to the weather or other emergency condition is to go to [www.qc.cuny.edu/alert](http://www.qc.cuny.edu/alert). There you can see if/when the college will be closed, if classes will be canceled, and if the QC Shuttle Bus will be operating. Another way to be notified about emergencies or weather-related closings, via phone or email, is through CUNY Alert (sign up at [cuny.edu/news/alert.html](http://cuny.edu/news/alert.html)). Should an emergency necessitate the closing of the college, every effort will be made to provide a timely announcement on the college's homepage ([www.qc.cuny.edu](http://www.qc.cuny.edu)), its social media channels, and over the following outlets:

WCBS 880AM <https://newyork.cbslocal.com>

WINS 1010AM <https://1010wins.radio.com/>

NY1 Channel 1 [www.ny1.com](http://www.ny1.com)

WNBC-TV Channel 4 [www.nbcnewyork.com](http://www.nbcnewyork.com)

WNYW Fox Channel 5 [www.fox5ny.com](http://www.fox5ny.com)

### Important Notice of Possible Changes

The Board of Trustees of the City University of New York reserves the right to make changes of any nature in the academic programs and requirements of the City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the CUNY Board of Trustees.

Queens College is an affirmative action/equal opportunity educator and employer.



# Queens College Today

Founded in 1937, Queens College is dedicated to the idea that a first-rate education should be accessible to talented people of all backgrounds and financial means. The college's strong liberal arts curriculum—with over 170 undergraduate and graduate programs—assures students an education for a fulfilling life and career.

The mission of Queens College is to prepare students to become leading citizens of an increasingly global society. The college accomplishes this by offering a rigorous education in the liberal arts and sciences under the guidance of a faculty dedicated to teaching and expanding the frontiers of knowledge. Students also can take advantage of the college's numerous opportunities to study abroad and to intern with leading companies and top researchers. Queens College students graduate with the ability to think critically, address complex problems, explore various cultures, and use modern technologies and information resources.

Queens College is highly regarded for its academic quality, diversity, and affordability. It is named a top college by the Princeton Review, and considered a top public regional university by *U.S. News and World Report*, where it ranks among the best in undergraduate teaching. It has been named a best-value college by the Princeton Review and *U.S. News and World Report*, while *Business Insider* deems it #4 in the nation for best return on investment and *Money* considers it a best college. Queens College has long been recognized for fostering the social and economic mobility of students from all backgrounds and, among returning students, its outstanding record of admitting and offering extensive services to veterans and their spouses is recognized by Victory Media.

The students of Queens College represent a vibrant mix of cultures; they hail from over 100 countries and speak 83 languages and dialects, providing an extraordinary educational environment. About 35 percent of them are from the first generation in their families to attend college.

It would be easy to think of Queens College as an 80-acre city. The college offers all the benefits of a city—excellent cultural attractions including the only comprehensive art museum in the borough of Queens, readings by renowned writers, performing arts events, scholarly conferences, and numerous places to eat—on a peaceful and attractive campus with a magnificent view of the Manhattan skyline. Students find the campus a comfortable and appealing place to be, with cybercafés and more than 100 clubs and sports in which they can participate. Queens is also the only City University college that participates in Division II sports. It also offers a residence hall, the Summit Apartments, an environmentally friendly building that features fully furnished two- and four-bedroom suites.

Funded by the State of New York, Queens College serves all the people of the state. The campus is located off Exit 24 of the Long Island Expressway (I-495) on Kissena Boulevard in Flushing, close to the Long Island Rail Road and New York City public transportation.

## ENROLLMENT

Queens College, with one of the most rigorous admissions standards in the City University of New York system, has nearly 20,000 students enrolled in its four schools of Arts and Humanities, Education, Mathematics and Natural Sciences, and Social Sciences. Our students are both dedicated to learning and highly achievement

oriented. More than half work at least part time to support their education.

## STUDENT ACHIEVEMENT

Recent Queens College graduates have won fellowships, scholarships, and assistantships for study at many leading graduate schools, including Harvard, Yale, Columbia, Duke, Sarah Lawrence, MIT, the University of Cambridge, Imperial College, London, and SOAS, University of London. A number of our students have received prestigious awards for graduate or undergraduate study, including Salk Fellowships, Marshall Scholarships, Goldwater Scholarships, NSF awards, Beinecke Scholarships, a Truman Scholarship, a Clark Foundation Fellowship, a National Security Education Program (NSEP) Boren Scholarship, a Rangel Scholarship, Benjamin A. Gilman Scholarships, and a remarkably high number of Fulbright Grants.

## FACULTY

Queens College has an outstanding faculty of 600 full-time and more than 1,000 part-time teachers and scholars. They have been the recipients of numerous fellowships and research grants, including prestigious Guggenheim and Fulbright awards. There are currently twelve Distinguished Professors on the Queens College faculty; appointed by the City University to the highest rank in the system, they are known for their superior research, scholarship, and teaching. They have held the title of Distinguished Professor in fields as diverse as biology, chemistry and biochemistry, economics, English, earth and environmental sciences, history, Italian-

American studies, mathematics, physics, psychology, sociology, and urban studies.

## RESEARCH

The college receives millions of dollars in funding for research each year. Support comes from such organizations as IBM, Google, the National Science Foundation, National Institutes of Health, the Ford Foundation, the Department of Energy, and the Department of Defense. Recent awards have included grants to monitor the health of workers who were involved in the cleanup at or near ground zero after the destruction of the World Trade Center; to promote ethnic studies projects; and to establish a Reference Resource Center for the New York State Department of Social Services.

Undergraduates are often deeply involved in faculty research projects, working in laboratories, classrooms, or in the field, gaining important insight into potential career paths.

## ACADEMIC STRUCTURE

Queens College offers day and evening classes at both the undergraduate and graduate levels. In addition, there is a Weekend College and Winter and Summer Sessions. The college has four academic schools: Arts and Humanities, Education, Mathematics and the Natural Sciences, and Social Sciences. Each school is divided into academic departments and programs, each with its own chair/director and the faculty members who teach within it.

**The School of Arts and Humanities** includes the departments of Art; Classical, Middle Eastern, and Asian Languages and Cultures; Comparative Literature; Drama, Theatre, and Dance; English; European Languages and Literatures; Hispanic Languages and Literatures; Library; Linguistics and Communication Disorders; Media Studies; and the Aaron Copland School of Music; as well as programs in Film Studies; Honors in the Humanities; Religious Studies; and World Studies.

**The School of Education** includes the departments of Elementary and Early Childhood Education; Educational and Community Programs; and Secondary Education and Youth Services, which includes the TIME 2000 honors program in secondary education mathematics.

**The School of Mathematics and the Natural Sciences** includes the departments of Biology; Chemistry and Biochemistry; Computer Science; Family, Nutrition, and Exercise Sciences; Mathematics; Physics; Psychology; and the School of Earth and Environmental Sciences; plus programs in Neuroscience and Honors in the Mathematical and Natural Sciences.

**The School of Social Sciences** includes the departments of Accounting and Information Systems; Anthropology; Economics; History; Philosophy; Political Science; Sociology; Urban Studies; and the Graduate School of Library and Information Studies; as well as programs in Africana Studies; Applied Social Science; Business Administration; Business and Liberal Arts; Byzantine and Modern Greek Studies; East Asian Studies; Honors in the Social Sciences; Interdisciplinary and Special Studies; Irish Studies; Italian-American Studies; Jewish Studies; Journalism; Labor Studies; Latin American and Latino Studies; Student Personnel; and Women and Gender Studies.

## HONOR SOCIETIES

**Phi Beta Kappa**, a nationwide organization and the oldest active college society, honors good character, intellectual enthusiasm, and outstanding scholarship in the liberal arts and sciences. The Sigma Chapter of New York was authorized at the college in Fall 1949 and installed on January 9, 1950. Each year it elects as members a limited number of students whose records in the liberal arts are superior in breadth and depth of study. Election to membership in a student's senior (or, exceptionally, junior) year is a unique distinction. No one may apply to join Phi Beta Kappa, but the nominating committee takes care to find those students whose programs live up to the society's ideals. More information may be obtained from the officers of the Queens College chapter.

**Golden Key International Honor Society** is an interdisciplinary undergraduate academic honors organization with over 300 chapters around the world. The purposes of Golden Key are to recognize and encourage scholastic achievement, to unite with faculty and administrators in developing and maintaining high standards of education, to provide scholarships to outstanding members, and to promote altruistic conduct through voluntary service. The award-winning Queens College chapter was chartered in 1986. Invitations are extended to sophomore, junior, and senior students who rank in the top 15 percent of their class.

**Sigma Xi**, the Scientific Research Society, is a nonprofit society of nearly 75,000 scientists and engineers who were elected to membership because of their research achievements or research potential. Founded in 1886, Sigma Xi has more than 500 chapters at universities and colleges, government laboratories, and industry research centers. The Queens College chapter was organized in 1968. In addition to publishing the *American Scientist*, Sigma Xi awards grants annually to promising young researchers, holds forums on critical issues at the intersection of science and society, and sponsors a variety of programs supporting honors in science and engineering, science education, science policy, and the public understanding of science. Each April, the Queens College Chapter of Sigma Xi also hosts a symposium where faculty, graduate students, and undergraduate students present their research.

Membership in Sigma Xi is by invitation. Those who have shown potential as researchers are invited to join as associate members. Full membership is conferred upon those who have demonstrated noteworthy achievements in research.

**Kappa Delta Pi**, the International Honor Society in Education founded in 1911, recognized the Kappa Gamma Chapter at the college in 1964. Kappa Delta Pi encourages excellence in scholarship, high personal standards, improvement in teacher preparation, distinction in achievement, and contributions to education.



It is the largest and most prestigious international honor society for educators in the world. Invitations are extended to students on the basis of their cumulative education accomplishments and promise in the field of teaching. For more information, visit [www.kdp.org/](http://www.kdp.org/).

**Alpha Sigma Lambda**, Upsilon Chapter, is a national college honor society. The opportunity to join is offered to a small group of nontraditional students in recognition of superior academic achievement. Criteria for consideration include diversity of program, credit load, and a distinguished cumulative academic average. Of those eligible, only a limited number are nominated each Spring for membership.

The following honor societies have chapters at Queens College:

**Beta Delta Phi (Biology)**

**Beta Delta Chi (Chemistry & Biochemistry)**

**Upsilon Pi Epsilon (Computer Science)**

**Omicron Delta Epsilon (Economics)**

**Phi Upsilon Omicron (Family and Consumer Sciences)**

**Pi Delta Phi (French)**

**Delta Phi Alpha (German)**

**Phi Alpha Theta (History)**

**Gamma Kappa Alpha (Italian)**

**Pi Mu Epsilon (Mathematics)**

**Pi Kappa Lambda (Music)**

**Pi Sigma Alpha (Political Science)**

**Psi Chi (Psychology)**

**Dobro Slovo (Slavic)**

**Alpha Kappa Delta (Sociology)**

**Sigma Delta Pi (Spanish)**

## ACCREDITATION

Queens College is registered by the New York State Education Department (Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; 518-474-5851). It is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680; 267-284-5000. The American Association of Colleges for Teacher Education includes Queens in its list of member colleges.

Specific programs at the college are accredited by their disciplinary associations:

American Association of Family and Consumer Sciences  
American Audiology and Speech Language Pathology,  
Council on Academic Accreditation

American Chemical Society

American Dietetic Association, Commission on  
Accreditation

American Library Association

American Psychological Association, Committee on  
Accreditation

Council for the Accreditation of Educator Preparation  
National Association of Schools of Music, Commission  
on Accreditation

National Council for Accreditation of Teacher Education

## FACILITIES

The college's campus, lined with trees surrounding grassy areas, sustainable rain gardens, and open spaces, consists of 36 buildings on 80 acres. Some of the original stucco-and-tile buildings from the early 1900s still stand, contributing to the pleasantly eclectic style of the campus. A major building program is continuing and includes greatly expanded classroom and research facilities, as well as spaces for varied campus activities. Virginia Frese Hall houses the offices of the Vice President for Student Affairs and other student service offices. High-tech Powdermaker Hall is home to the social sciences and education departments.

Just off Melbourne Avenue is the Science Building, which houses several laboratories and offices for

five science departments. At the western edge of the Quadrangle is the Benjamin S. Rosenthal Library, which received a major renovation and modernization on the second and third floors. West of the library is an expanded parking facility and several rebuilt athletic fields.

Facing Reeves Avenue is the Music Building, adjacent to Colden Auditorium and Goldstein Theatre. Klapper Hall is home to the art and English departments as well as the Godwin-Ternbach Museum. On the eastern edge of the Quad are Kiely Hall, with the college's administrative offices, and Jefferson Hall, which houses the One Stop Service Center, Admissions, Bursar, Registrar, and Financial Aid offices. Delany Hall, Colwin Hall, Razran Hall, and Remsen Hall are at the southern edge of the Quad.

FitzGerald Gymnasium is home to the physical education and athletics programs. Located between Rosenthal and FitzGerald Gym is the college's first residence hall, the Summit Apartments, with 500 beds and 200 parking spaces. East of the Summit are a large Student Union and Dining Hall. These two buildings provide the college community with food services and recreation areas.

Queens Hall, the former CUNY Law School Building, is located on the western edge of the campus facing Main Street. The old classrooms were upgraded to state-of-the-art teaching facilities, adding 26 classrooms, one auditorium, and one lecture hall to the college portfolio. The building houses the Departments of Classical, Middle Eastern & Asian Languages & Cultures, European Languages & Literatures, Hispanic Languages & Literatures, Comparative Literature, the Queens College Psychological Center, the Dean of Arts & Humanities, and Athletics offices.

## QUEENS COLLEGE VENUE RENTALS

Queens College offers venues able to accommodate from ten to 10,000 people for a variety of occasions, including conferences, seminars, retreats, meetings, fundraisers, cultural events, and film shoots. Spaces range from high-tech classrooms and state-of-the-art

**THE MISSION OF QUEENS COLLEGE** is to prepare students to become leading citizens of an increasingly global society. The college seeks to do this by offering its exceptionally diverse student body a rigorous education in the liberal arts and sciences under the guidance of a faculty that is dedicated to the pursuit of excellence and the expansion of the frontiers of knowledge. Its goal is that students learn to think critically, address complex problems, explore various cultures, and use effectively the full array of available technologies and information resources.

Within a structured curriculum and in an atmosphere of collegiality and mutual respect, the college fosters an environment in which students learn the underlying principles of the humanities, the arts, and the mathematical, natural, and social sciences. The college also prepares students in a variety of professional and pre-professional programs that build upon and complement the liberal arts and sciences foundation.

Recognizing the special needs of a commuting student population, the college strives to create a broad range of intellectual and social communities. The college offers a spectrum of curricular and co-curricular programs that serves individuals and distinctive student constituencies.

In support of the need for advanced study in the liberal arts and professions, the college offers a variety of master's degree and certificate programs. In particular, the college recognizes and accepts its historic responsibility for providing high quality programs for the pre-service and in-service education of teachers.

As a partner with the University's Graduate School, the college provides faculty and resources in support of the University's mission in doctoral education and research. The college employs University graduate students and prepares them for careers in higher education and research, and it supports faculty who serve as mentors for doctoral students and engage in related scholarly activities.

For its faculty, the college seeks productive scholars, scientists, and artists deeply committed to teaching. It endeavors to enhance the teaching effectiveness of faculty and to encourage their research and creative work. The college recognizes the importance of having a diverse faculty responsive to the needs and aspirations of students of all ages and backgrounds.

As a public institution, Queens College provides affordable access to higher education and embraces its special obligation to serve the larger community. It is a source of information in the public interest; it is a venue for cultural and educational activities serving the general public. Through its graduates' contributions to an educated workforce and through the leading roles they assume in their local communities, the college is vested in the economic future and vitality of New York.

As one of the most culturally diverse campuses in the country, Queens College faces special challenges and opportunities. By balancing tradition and innovation in the service of this diversity, it represents the future of the nation.

*From the 1995 Queens College Self-Study presented to the Middle States Association's Commission on Higher Education.*

workers murdered in Mississippi during the Freedom Summer of 1964. One of those three was Andrew Goodman, who was a Queens College student at the time. The tower also houses the Queens College Bells, five beautifully crafted instruments that chime each quarter hour during the daytime.

### **Collections**

Print and electronic books, reserve textbooks, electronic journals and databases, and other resources are available in the library to support students' coursework and research. Materials from other CUNY libraries can be delivered here for student use, and many

electronic resources can be used online even from off campus. Librarians work with faculty to develop Open Educational Resources (OER) and other digital tools that help to reduce textbook costs and make learning more convenient. The building's top floor, which features stunning views of the Manhattan skyline, contains one of New York City's best art history collections and is also home to the Queens College Art Center, an intimate exhibit space with a rotating schedule of vibrant, community-based art and events.

Located in the Aaron Copland School of Music, the Queens College Music Library has the largest music collection in the CUNY system. Along with scores, books, and music, there are laptops and iPads to borrow, and a state-of-the-art computer lab with keyboards and the latest music-composition software.

Our Special Collections and Archives are a major research collection used by faculty and students. Rare books, political papers, materials on the civil rights movement and social activism, and documents covering the history of Queens College are all being integrated into digital learning tools, displayed in special exhibits, and used in classes and scholarship.

### **Computers and Study Spaces**

Students have access to quiet study floors, social areas, individual study pods, and group study rooms with whiteboards and computers throughout the library. They may check out a laptop at the borrowing desk (iPads, calculators, and other tools also are available). They can use a desktop, print, and copy in the Computer Commons. Digital scanners are fast, easy to use, and can print or email documents.

### **Services**

Students can request detailed research help for a paper or project, or answers to a quick question, at the research and information desks. They may either drop in or schedule a consultation with a subject specialist, and can also ask librarians questions by chat, email, or phone. The library's experts can also help analyze, assess, and visualize qualitative or quantitative data, or find the right digital tool for student projects. In the QC

concert halls to beautiful outdoor locations, formal reception rooms, and a multiuse athletics complex. All spaces are ADA-compliant and have optional amenities for persons with disabilities. For more information, visit [www.qc.cuny.edu/venuerentals](http://www.qc.cuny.edu/venuerentals).

### **BENJAMIN S. ROSENTHAL LIBRARY**

The Benjamin S. Rosenthal Library, which opened in 1988, is the centerpiece of the campus, with six levels of space for study and research. A community landmark is its distinctive Chaney-Goodman-Schwerner Clock Tower, dedicated to the memory of the three civil rights



Makerspace, students may design and print 3D objects, explore the Internet of Things, or learn how to use a laser cutter or CNC machines.

### **INFORMATION TECHNOLOGY SERVICES**

The Office of Information Technology Services (ITS) offers in-person, email, and phone Help Desk support (located in the Dining Hall, Room 151). It provides QWIFI on-campus wireless access, network and telephone services, web services, and audio/video and digital media classroom and event services. ITS also administers access to the following accounts for faculty, staff, and students:

- CUNYfirst
- QC username (CAMS: Campus Access Management Systems)
- Mymail (email services for faculty and staff)
- Office 365 student email
- Office 365 Pro Plus faculty and staff
- CUNY Portal and Blackboard
- Authentication services for Lynda.com and Google for Education

ITS manages the QC Technology Fee Committee process and promotes compliance with the CUNY Information Technology security policy (security.cuny.edu). ID Cards are issued at the QCard office located in the Dining Hall (Room 116A). ITS computer labs are open Sunday–Saturday in the I Building and Powdermaker Hall. ITS administrative offices are located in I Building, Suite 200. For online help, visit [www.qc.cuny.edu/computing](http://www.qc.cuny.edu/computing).

### **LABORATORIES**

Laboratory facilities house up-to-date scientific instruments for research in biology; chemistry and biochemistry; earth and environmental sciences; family, nutrition, and exercise sciences; physics; and psychology. Over the past few years the college has renovated biology, chemistry, neuropsychology, and prep labs in the Science Building and Razran and Remsen Halls.

### **THE ACADEMIC SENATE**

The Academic Senate is the chief legislative body of the college and, subject to the Board of Trustees, is responsible for the formulation of policy relating to the admission and retention of students, curriculum, granting of degrees, campus life, and the nomination and review of academic (full) deans. It also establishes rules governing the use of the college name by organizations and clubs, and conducts all educational affairs customarily cared for by a college faculty. There are twenty student representatives and forty faculty delegates/senators. Student representatives are elected every Spring by the student body. In addition, there are eleven active Academic Senate standing committees, three special committees, and two college committees, all of which have student members. These committees deal with issues ranging from curriculum and academic standards to campus beautification. Applications for committee membership are available at [www.qc.cuny.edu/academicsenate](http://www.qc.cuny.edu/academicsenate).

The Academic Senate usually meets one Thursday of each month from September through May. Meetings are held in Kiely Hall 170 and are open to all. Members of the college community—faculty, staff, and students—are encouraged to participate in discussions. A complete description of the Academic Senate is available in the Senate office in Kiely Hall 141 (718-997-5880; fax 718-997-5884; [www.qc.cuny.edu/academicsenate](http://www.qc.cuny.edu/academicsenate)).

### **THE CURRICULUM: TO DEVELOP THE WHOLE PERSON**

The college's original curriculum was planned by its first president, Dr. Paul Klapper, after the liberal arts model of the University of Chicago: developing the whole person through a required sampling of the humanities, social sciences, sciences, language, and the arts; a more intensive preparation in one subject; and freedom of choice in a third group of courses.

During the 1960s and 1970s the college experimented with different requirements. Under President Saul B. Cohen in 1980, the Academic Senate voted to institute new college-wide academic

requirements, which reinvigorated the tradition of a well-rounded liberal arts education.

In 2006 the Academic Senate passed new General Education requirements based on a presidential task force, and in 2012 CUNY introduced “Pathways” General Education requirements to ensure ease of transferability.

## THE COLLEGE AND THE COMMUNITY

A municipal college funded by the State of New York, Queens College is particularly aware of its mission in the broader community. College-community services include Professional and Continuing Studies courses and lectures and Student Union facilities and programs.

### Kupferberg Center for the Arts

The Kupferberg Center comprises ten distinguished institutions that offer programming in music, dance, drama, literature, and the visual arts. Since 1961 the Kupferberg Center for the Arts has provided affordable, world-class cultural entertainment to the region. With offerings from classical and pop performances to concerts and school residencies for children and a wide range of family programs, the center attracts more than 350,000 individuals each year. Located on the campus at Queens College, Kupferberg Center is easily accessible from the Long Island Expressway at Exits 23 and 24. For tickets and information, visit [www.kupferbergcenter.org](http://www.kupferbergcenter.org).

**Colden Auditorium** (2,085 seats) and **Goldstein Theatre** (475 seats) are multiuse venues appropriate for a wide range of live events. Colden Auditorium is available for rental year-round (please call 718-570-0920 for rental information). Recent renovations include expanded lobbies, modernized restrooms, and updated box office facilities with improved access for the physically challenged. The surrounding building complex also houses the Gertz Speech and Hearing Center and two academic wings: Karol Rathaus Hall and Rufus King Hall.

**The Samuel J. and Ethel LeFrak Concert Hall** (489 seats), located in the Aaron Copland School of Music, is acoustically designed for almost any musical performance and is also available for rental year-round (please call 718-570-0920 for rental information). Visually stunning with an expanse of natural wood and a magnificent pipe organ, the hall hosts concerts by students, faculty, and visiting artists.

**The Godwin-Ternbach Museum** in Klapper Hall, a part of the Selma and Max Kupferberg Center for the Arts, presents historical and contemporary exhibitions and programs that provide exciting educational opportunities and aesthetic experiences to students, their families, and the general public. Internships and independent studies for credit are offered in collaboration with academic advisors. The museum—which houses over 6,000 objects that date from ancient to modern times—introduces many individuals to a museum experience for the first time and to art and artifacts they might not otherwise encounter. Lectures, symposia, gallery talks, workshops, films, concerts, and tours as well as digital displays, catalogues, and an active website interpret and complement the art on view, particularly to serve the needs and interests of the diverse academic and local communities. All exhibitions and programs are free. For information call 718-997-4747 or visit [www.qc.cuny.edu/godwin\\_ternbach](http://www.qc.cuny.edu/godwin_ternbach).

**The Queens College Choral Society**, founded in 1941, performs great masterpieces of choral literature, such as Handel’s *Messiah*, Mozart’s *Requiem*, and Mendelssohn’s *Elijah*. The Choral Society is open to students, faculty and staff of the college, as well as members of the surrounding community, with a total membership of approximately 130 singers. Two concerts are given annually—in December and May—together with the Queens College Orchestra. Rehearsals are held every Wednesday evening when the college is in session. For more information, contact Professor James John at 718-997-3818 or [james.john@qc.cuny.edu](mailto:james.john@qc.cuny.edu).

**The Queens College Speech-Language-Hearing Center** (Gertz Building) serves children and adults living in Queens and the greater metropolitan area who have speech and language disorders or developmental delays. Its staff of licensed and professionally certified speech-language pathologists provides speech-language evaluations and treatment to individuals needing those services. These include children with language disorders resulting from autism, delays in speech and language development, dysfluency, or school-related learning disorders. It also serves adults with speech-language disorders resulting from a stroke, neurological disorder, developmental challenges, or head trauma as well as voice and swallowing disorders. The center is part of the Department of Linguistics & Communication Disorders. For more information, contact [speechcenter@qc.cuny.edu](mailto:speechcenter@qc.cuny.edu), call 718-997-2930 or visit [www.qc.cuny.edu/slhc](http://www.qc.cuny.edu/slhc).

**The Queens College Campus Ministers** is an association of the Catholic, Greek Orthodox, Jewish, Muslim, and Protestant ministries. Its purpose is to foster harmony among religious traditions and to join in on-campus efforts to promote spiritual and ethical growth. The ministers are a resource for religious and ethical information and insight for the academic and the wider Queens community. All students, faculty, and staff are welcome to participate in the activities of the various centers.

*The Catholic Newman Center* (Student Union 207 and 208; 718-793-3130 [fax same number] or 718-997-3969; email [frpaw@yahoo.com](mailto:frpaw@yahoo.com)) is the Catholic parish on campus. The center celebrates the sacraments, sponsors spiritual, cultural, and social programs, and offers pastoral counseling to all students, faculty, and staff. Mass is celebrated in the chapel every Sunday at 1 pm, Tuesday and Wednesday at 12:10 pm, and Thursday at 5:15 pm.

*Queens College Hillel* (Student Union 206; 718-997-3980 or 718-793-2222; [www.qchillel.org](http://www.qchillel.org), [facebook.com/qchillel](https://facebook.com/qchillel), [instagram.com/qchillel](https://instagram.com/qchillel)) envisions a world where every Jewish student is inspired to make an enduring



commitment to Jewish life, learning, and Israel. QC Hillel helps students discover and explore their Jewish identity, learn about Jewish peoplehood, experience Jewish holidays and Shabbat, and develop as leaders and volunteers.

*The Ikaros Hellenic Orthodox Club* (Student Union 209; 718-997-3576) provides religious, cultural, and social programming, counseling, and outreach for Greek Orthodox students, faculty, and staff. It also offers information on worship and Bible study. For other matters, contact the Center for Byzantine and Modern Greek Studies (Jefferson Hall 302; 718-997-4520; fax 718-997-4529).

*The Protestant Center* (Student Union 203; 718-261-1550 or 718-997-3979) welcomes students, faculty, and staff from the various Protestant denominations for worship and Bible study, counseling, and a variety of programs.

*The Muslim Students Association* (Student Union 217/218; 718-997-3659; MSA@qc.cuny.edu) serves to empower students on campus by creating significant opportunities to learn from and build coalitions with the campus community at large.

**The Asian/American Center (A/AC)** is a community-oriented research center dedicated to the development and analysis of the multicultural experience of Asians in New York City as well as their diasporic communities in the Americas. The center is located in Kissena Hall 315. For information contact Director Madhulika Khandelwal or Associate Director Hong Wu at 718-997-3050; fax 718-997-3055; [www.qc.cuny.edu/aac](http://www.qc.cuny.edu/aac).

**The Barry Commoner Center for Health and the Environment** (formerly the Center for the Biology of Natural Systems) is an environmental and occupational health research center. Its mission is to identify and help to rectify environmental and occupational threats to human health. The center uses real-world occupational and environmental problems as its entry point for needed research, emphasizing a scientific approach that facilitates public participation

in gathering information and developing solutions, and interacting extensively with people and organizations that determine or are affected by these policy choices. Current projects include air pollution monitoring, medical screening of nuclear weapons workers, heart disease and asthma among World Trade Center workers, and occupational hazards of immigrant construction workers. Professor Steven Markowitz, MD, DrPH, is director of the center, located in Remsen Hall 311. For information call 718-670-4180; fax 718-670-4189; [www.commonercenter.org](http://www.commonercenter.org).

**The Center for Byzantine and Modern Greek Studies** promotes Byzantine and neo-Hellenic scholarship and publications, supports and coordinates the teaching of Byzantine and modern Greek subjects at the college, and relates academic research and teaching to the needs of the Greek community of Queens and beyond. The center publishes an annual *Journal of Modern Hellenism* as well as occasional monographs. For information about the center and special events, contact Prof. C.P. Ioannides in Jefferson Hall 302, 718-997-4520; fax 718-997-4529; email [qc.byzantine.center@gmail.com](mailto:qc.byzantine.center@gmail.com); [www.qc.cuny.edu/moderngreek](http://www.qc.cuny.edu/moderngreek).

**The Center for Ethnic, Racial & Religious Understanding** (CERRU) is a diversity education center located on the Queens College campus that provides nonviolent communication tools to bridge social differences and create a more equitable society. It works with students, faculty, staff, and administration in order to build an inclusive campus community. CERRU offers three competitive fellowships that run throughout the year; these allow students to understand the ways we're all affected by racism and sexism and the ways we all contribute to these oppressions in how we live and communicate. The third fellowship, offered in the Spring, provides tools for de-escalating racialized and gendered harm while communicating in ways that center compassion and honesty. In addition, CERRU provides campus training open to the public on nonviolent communication, interrogating and

understanding implicit bias, social identity storytelling, de-escalation, and other topics. For more information on how to get involved, email [info@cerru.org](mailto:info@cerru.org) or visit <https://cerru.org>.

**The John D. Calandra Italian American Institute** is a University-wide institute under the aegis of Queens College. It is devoted to organized research on the Italian American experience as well as to instruction, training, counseling, and service involving Italian American students and community. It is located in midtown Manhattan at 25 West 43rd Street, 17th floor. For information call 212-642-2094 or visit <https://calandrainstitute.org>.

**The Michael Harrington Center for Democratic Values and Social Change** promotes public, democratic discussion of social issues, advocates for social change, and works in partnership with others to build a more just, equitable, and democratic society. For more information, contact Director John Vogelsang at 718-997-3078 or visit [www.qc.cuny.edu/mhc](http://www.qc.cuny.edu/mhc).

**The Queens College Center for the Improvement of Education** engages in innovation, professional development, and research in curriculum design, administration, and effective school/family/community relationships. Staff from the center conduct projects involving the creative, intellectual, emotional, and physical growth of children that are primarily concerned with finding ways to improve instruction. The center also serves as a major conduit for promoting effective school/college collaborations. As part of that process, partnerships are established with elementary, middle, and high schools. The center publishes occasional papers and monographs. For more information, visit [www.qc.cuny.edu/Academics/Centers/EducationImprovement](http://www.qc.cuny.edu/Academics/Centers/EducationImprovement).

**The Center for Jewish Studies** is the research and outreach arm of Jewish Studies on campus, promoting Jewish knowledge, scholarship, and culture in and out of the classroom. It is the patron of the undergraduate Jewish Studies Program, which offers a major and minor in Jewish Studies. The center also serves as a bridge between the academic program and the community, organizing a wide array of exciting extra-curricular events that make it a preeminent Jewish intellectual and cultural resource for the region. For information contact the center at 718-997-5730 or visit [www.qc.cuny.edu/centerforjewishstudies](http://www.qc.cuny.edu/centerforjewishstudies).

**The Research Center for Korean Community** promotes research on Korean Americans (and other overseas Koreans) and disseminates data and information about them to the Queens College community, the Korean community, Korean and American government agencies, and scholars conducting research. For more information contact Director Pyong Gap Min at 718-997-2810 or visit [www.qc.cuny.edu/Academics/Centers/RCKC](http://www.qc.cuny.edu/Academics/Centers/RCKC).

**The Taft Institute.** Queens College has a long-standing collaborative relationship with the Robert A. Taft Institute of Government, an autonomous non-partisan, nonprofit entity dedicated to promoting informed citizen participation in public life. Collaborative efforts with the Taft Institute have included professional development for elementary and secondary school teachers aimed at enhancing their teaching of civics and social studies; curriculum development, including a nationally distributed 9/11 curriculum; training of leaders in low income, new immigrant, and minorities communities; and adult civic education. For information contact the institute's co-directors, Profs. Jack Zevin ([jack.zevin@gmail.com](mailto:jack.zevin@gmail.com)) and Michael Krasner ([makrasner@gmail.com](mailto:makrasner@gmail.com)), or Associate Director Prof. François Pierre-Louis ([fpierrelou@aol.com](mailto:fpierrelou@aol.com)); call 718-997-5546; or fax 718-997-5333.

# Admissions & Programs

**Admission procedures** and program descriptions are discussed in this section. Since requirements, deadline dates, and fees change from year to year, prospective students are encouraged to visit the Office of Admissions website for details at [www.qc.cuny.edu/admissions](http://www.qc.cuny.edu/admissions) or visit the office in the lobby of Jefferson Hall (718-997-5600).

## STUDENT DEFINITIONS

Applicants may be enrolled as matriculated students or as non-degree students.

A *matriculated* student is one who has been admitted into an academic program and is recognized by the college as pursuing a degree. Matriculated students may attend Queens College on a full- or part-time basis.

A *non-degree student* is one who is registered for credit-bearing courses but is not pursuing a degree at the college and is attending part time.

## Freshmen

Admission to Queens College is based on a variety of factors, including high school grades, academic program, and SAT or ACT scores. The ideal candidate will have a full college-preparatory curriculum in high school that includes academic coursework in mathematics (3 years), English (4 years), lab science (2 years), social studies (4 years), and foreign language (3 years).

High School Equivalency recipients may be considered for admission with a minimum score on the equivalency exam and the college-preparatory curriculum described above (i.e., TASC 3500, old GED 3500, new GED 740, and HiSet 083).

Applicants whose native language is other than English are encouraged to submit TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) scores.

## Transfer Students

The admission review provides the opportunity to assess the student's entire academic record, including all attempted and completed courses, grades earned, essays/personal statements, and letters of recommendation. Applicants should have completed at least one college-level course in mathematics and English with a grade of C or better, or must demonstrate college-level readiness based on SAT, ACT, AP, IB, or New York Regents test scores.

The entire college/postsecondary school academic history, including grades earned from courses taken more than once, will be used to determine a grade-point average (GPA). If more than one college or postsecondary school was attended, the GPA will be determined through the combined calculation of all attempted coursework.

The high school/secondary school record will be considered if the applicant has completed fewer than 24 college credits.

As we consider each applicant, we also look beyond the classroom. Extracurricular accomplishments, special talents and awards in particular fields, and academic achievements in light of life experiences and special circumstances are weighed to determine a student's potential for success at CUNY.

## Second BA Degree

Students who have earned a bachelor's degree from an accredited institution may apply as a transfer student following the process described above. Special permission is required from the department chair or faculty advisor to declare a major.

## Credit Evaluation

Coursework completed at other institutions will be evaluated after the student is offered admission to Queens College. Transfer of credit will be considered for liberal arts courses completed at an accredited, degree-granting U.S. institution with a minimum grade of C- (or any passing grade from a CUNY college).

Transfer credits evaluated as "499" courses are generally considered elective and may not be counted toward major or minor requirements without department approval.

Students must complete a minimum of 45 credits at Queens College in order to qualify for graduation. Contact the Office of Admissions (718-997-5604) for further information.

## Fresh Start

Each year a small number of selected students return to college via the Fresh Start program. Transfer and reentry applicants who do not satisfy Queens College's general admissions criteria, who have been out of college for at least three years, and who demonstrate a high level of motivation may be eligible for admission through Fresh Start.

Contact the Office of Admissions (718-997-5600) for information and applications. Applications will not be processed if there are any “holds” on a student’s record.

## RETURNING STUDENTS

Students who attended Queens College in a matriculated status, left while meeting retention standards, are encouraged to reenter the college to complete their degree using the Readmissions Application.

Students who attended Queens and did not meet retention standards may also apply to reenter, but will need to submit an appeal letter and supporting documentation.

Readmission to the college is not automatic. Applications are available online at the Admissions website. All “holds” on a student record must be settled before a readmission application is reviewed.

## NON-DEGREE ADMISSION

The application for non-degree status is available on the Admissions website. Candidates must be:

- Visiting students from a non-CUNY accredited university or college;
- Casual students with a high school diploma or its equivalent;
- Applicants who are eligible for admission as a freshman or transfer but who do not intend to pursue a degree.

Non-degree students must demonstrate readiness for college-level work in reading, writing, and math prior to admission. They will be responsible for satisfying all conditions pertaining to non-degree students and their matriculation as adopted by the Academic Senate.

Non-degree students are limited to part-time status (a maximum of 11 credits).

Credits earned as a non-degree student may be applied to a degree program if the student is accepted for matriculation. Students must apply for matriculation before accumulating 24 credits at Queens College.

Matriculation forms are available in the QC Office of Admissions.

Applications for reentry with non-degree status will not be processed if there are any “holds” on a student’s record. Please note that non-degree students are not eligible for financial aid.

## Senior Citizens

People who qualify as senior citizens may attend QC as auditors. They must be New York State residents 60 years of age or older who have completed high school. Senior Citizen auditors pay \$80 per semester. They may enroll on a noncredit, space-available basis by completing the Senior Citizen Auditor Application, available through the Office of Admissions.

## FINANCIAL AID

Approximately half of Queens College students receive some form of financial aid. Possibilities include federal and state grants, federal loans, federal work-study programs, and scholarships. You may obtain further information from the Office of Financial Aid ([www.qc.cuny.edu/fao](http://www.qc.cuny.edu/fao)) and in the “Paying for College” section of this *Bulletin*.

## DEGREE PROGRAMS

Queens College believes that the best preparation for students in today’s global society is a rigorous education in the liberal arts and sciences. The college’s curriculum is structured so that all students graduate with the ability to think critically, address complex problems, explore various cultures, and use modern technologies and information resources.

Queens College offers a variety of degrees: the Bachelor of Arts in many disciplines; Bachelor of Business Administration; Bachelor of Fine Arts; Bachelor of Music; Bachelor of Science; and combined BA/MA degrees. The bachelor’s degree is a four-year, 120-credit degree, unless otherwise noted in the department listings of this *Bulletin*. Please note that transfer students must complete a minimum of 45 credits at QC in order to qualify for graduation.

## BA/MA Degrees

Application to the BA/MA program should be made in the upper sophomore or lower junior semester, but admission is granted only in the junior year. Full details and application forms are available on the Office of Graduate Admissions website at [www.qc.cuny.edu/admissions/graduate](http://www.qc.cuny.edu/admissions/graduate).

**Important Note:** The BA/MA program is an accelerated, *combined* degree program, with students receiving a BA and MA diploma upon completion of all BA/MA program requirements. In accordance with the *CUNY Fee Manual*, students are billed at the *undergraduate* rate for courses needed to satisfy the bachelor’s degree, generally 120 credits, regardless of whether courses taken are graduate or undergraduate. Once the requirements for the bachelor’s degree have been met, all courses (including undergraduate courses) are billed at the *graduate* rate. Students who anticipate that their course of study will require credits far in excess of the normal BA/MA program in their discipline should consider carefully the financial implications of BA/MA status.

## Evening and Weekend Classes

Students who attend classes at night may earn a degree in one of the following areas: accounting; economics; graphic art; Hispanic languages and literature; interdisciplinary liberal arts; psychology; and sociology. In addition, the courses offered in other disciplines allow students to pursue a balanced and complete liberal arts education.

## Adult Collegiate Education

Adult Collegiate Education (ACE) provides special advising to incoming students who have never attended college or who have earned less than 30 college credits and are 25 and older. After completing eight general education courses that fulfill most of Queens College’s core curriculum requirements, students may accrue up to 36 tuition-free life-achievement credits based on personal or professional experience. See the website at [www.qc.cuny.edu/ACE](http://www.qc.cuny.edu/ACE).



## HOW TO APPLY TO QUEENS COLLEGE

Queens College uses the CUNY Admissions Application for freshmen and transfers.

Please review the information and follow the instructions in the Prepare section at [www.cuny.edu/prepare](http://www.cuny.edu/prepare) or the QC website at [www.qc.cuny.edu/admissions](http://www.qc.cuny.edu/admissions).

### CUNY Baccalaureate (BA/BS) Program

The City University of New York Baccalaureate Program (CUNY BA/BS) provides highly motivated and responsible students with a flexible, academically challenging way to earn their undergraduate degrees while giving them a major share of the responsibility for the content of that degree in consultation with faculty advisors. The program has three goals: (1) to encourage students to take advantage of the many extraordinary resources and learning opportunities available throughout the CUNY system; (2) to allow self-directed, academically able students, in conjunction with academic advisors and faculty mentors, to design an individualized program of study that complements their academic, professional, and personal goals; and (3) to foster intellectual exploration and responsible educational innovation. Interested students are encouraged to make an appointment to meet with the CUNY Baccalaureate Program liaison in the Academic Advising Center (Kiely Hall 217) as early as possible in their academic careers to learn more about the program and the application process.

### HONORS PROGRAMS AT QUEENS COLLEGE

Queens College Honors Programs enhance your education by providing opportunities for faculty mentorship, advanced research, and other individualized projects. They create communities of learners on campus in which students enjoy classes that are small in size and emphasize discussion and projects over lectures. At the same time, Honors students have full access to the many

resources that a diverse student body and campus like Queens can provide.

### The Macaulay Honors College at QC

The Macaulay Honors College each year accepts a select group of outstanding freshmen—called University Scholars—to participate in a special and challenging program. University Scholars study with the best of the college's outstanding faculty, participate in interdisciplinary seminars that combine cultural experiences with academic study, and make use of the vast resources of New York City. Students admitted to the program receive an academic expense account to assist with study abroad or other intellectually enriching activities; a free laptop computer; and, if CUNY's requirement of New York State residency for in-state tuition is met, a full-tuition scholarship for up to four years. Students also receive special academic advising, early registration priority, and numerous additional educational benefits ([www.qc.cuny.edu/macaulay](http://www.qc.cuny.edu/macaulay)).

### Queens College Scholars Program

Exceptional freshman applicants are encouraged to apply for this program. An essay and teacher recommendations are required, and SAT subject tests are strongly recommended. In addition to completing the CUNY Freshman Application with Queens College listed as a choice, scholarship applicants must file the QC Scholarship Application available from the Admissions website. The application deadline is early December. Visit [www.qc.cuny.edu/qcscholars](http://www.qc.cuny.edu/qcscholars) for details.

Queens College Scholars offers more than 200 merit-based scholarships of half the in-state tuition. Selection is competitive, and most awards are renewable contingent upon continued high academic achievement. Scholarship recipients must be full-time students.

### Divisional Honors Programs

*Honors in the Humanities*, open to students in all majors on campus, emphasizes the use of careful reading, critical writing, and discussion to study the origins of contemporary artistic and intellectual culture. For further details,

contact the director, Prof. Clare Carroll (718-997-3180) or visit [www.qc.cuny.edu/humanitieshonors](http://www.qc.cuny.edu/humanitieshonors).

*Honors Program in Mathematics Education: TIME 2000* is a nationally recognized, four-year mathematics teacher-preparation program in which undergraduate students receive scholarships and double-major in mathematics and secondary mathematics education. Students work in close cohorts and take courses that emphasize applications of mathematical ideas, connections between college and high school mathematics, and innovative strategies for the learning and teaching of mathematics. Upon graduation, students get certified to teach mathematics in grades 7–12. For further details, contact Prof. Alice Artzt (718-997-5377) or visit [www.qc.cuny.edu/time2000](http://www.qc.cuny.edu/time2000).

*Honors in the Mathematical and Natural Sciences* is an undergraduate research program that provides students with strong interests in math and science opportunities to develop close mentoring relationships with faculty. For further details, contact the director, Prof. Wilma Saffran (718-997-4195) or visit [www.qc.cuny.edu/mathandnatsscishonors](http://www.qc.cuny.edu/mathandnatsscishonors).

*Honors in the Social Sciences* is a rigorous program of study in the social sciences, offering ambitious students the opportunity to work directly with a faculty member on the writing of an undergraduate thesis. For further details, contact the director, Prof. Thomas Ort, at [thomas.ort@qc.cuny.edu](mailto:thomas.ort@qc.cuny.edu) or visit [www.qc.cuny.edu/socialscienceshonors](http://www.qc.cuny.edu/socialscienceshonors).

### Transfer Honors

The Queens College Transfer Honors Program is designed for highly motivated and creative students who wish to complete their bachelor's degree at a world-class college that challenges them to do their best. All students admitted to the Transfer Honors Program are eligible to apply for a minimum scholarship of \$1,000 per semester for four to six semesters (to complete the bachelor's degree program). For more information, visit <http://transfer.qc.cuny.edu/explore-queens/honors/>.

## OTHER PROGRAMS

### Business and Liberal Arts (BALA)

The BALA program recognizes the business community's need for broadly educated, articulate college graduates. In today's fast-paced world, business skills also are necessary for every discipline. The unique BALA program is the perfect minor to any major, combining the study of the arts and sciences with exposure to basic business disciplines such as business writing, problem solving, law, and ethics. For further details, contact Director Barbara Sandler (718-997-2860), or visit [www.qc.cuny.edu/bala](http://www.qc.cuny.edu/bala).

### Queens College Freshman Honors Program

The Freshman Honors Program is a two-semester program of specially designed liberal arts courses. Students take a sequence in English, comparative literature, history, and philosophy in which the subjects are linked chronologically and thematically. All these courses satisfy general education requirements. For further details, contact Ms. Esther Smolar (718-997-5502) or visit [www.qc.cuny.edu/freshmanhonors](http://www.qc.cuny.edu/freshmanhonors).

### Departmental Honors

The following departments offer students the option to complete an honors thesis or provide other honors options. Interested students can receive more information from the specific departmental office and from the department's listing in this *Bulletin*:

Anthropology  
Computer Science  
English  
Family, Nutrition, and Exercise Sciences  
Sociology

### QC in 4

In the fall of 2017 Queens College introduced QC in 4, a guarantee that incoming freshmen can graduate in four years. The first program of its kind in New York City, QC in 4 offers students the tools and support they need to earn a degree in four years—helping them to avoid the burden of tuition debt as they launch their career or enter graduate school. Find out more at [www.qc.cuny.edu/QCin4](http://www.qc.cuny.edu/QCin4).

### The Freshman Year Initiative

The Freshman Year Initiative (FYI) helps students transition from high school to college and adjust to their first semester at Queens College. As a student in the FYI program you will form bonds and friendships with other freshmen, based on your common classes and similar schedules. You will have lunch together, study together, and share notes with fellow freshmen who are all in the same new boat together.

For more information, contact the FYI office in Honors Hall 05 (718-997-5567; [www.qc.cuny.edu/fyi](http://www.qc.cuny.edu/fyi)).

### SEEK Program

The Percy E. Sutton SEEK Program (Search for Education, Elevation, and Knowledge) provides a unique opportunity for academically motivated students who need substantial financial assistance in order to attend college. SEEK allows a select group of entering freshmen, certain veterans, and transfer students from HEOP, EOP, and other SEEK or CD programs to have access to Queens College.

The SEEK Program helps students achieve academic success by providing support and assistance in four major areas:

1. small-sized class instruction using a learning community model;
2. targeted academic support;
3. academic advising and personal counseling; and
4. financial aid.

The program's offices are located in Delany Hall 128 (718-997-3100; <https://qcseek.info>). Students also may visit for details on summer immersion, academic support, and financial aid opportunities.

### PRE-PROFESSIONAL AND PROFESSIONAL PROGRAMS

**Business Administration.** The college offers students the opportunity to pursue a Bachelor of Business Administration (BBA) degree. The BBA provides a solid business education that responds to the demand of employers for specific quantitative and technological

competencies. Data analysis and spreadsheet modeling play a central role in this integrated curriculum. Teamwork and group projects are also critical ingredients that help ensure students have sufficient practice in communicating ideas. The college's strong liberal arts courses help build the foundation of character needed for graduates to respond ethically to the pressures of business life.

Students are trained not just in narrowly defined "business" disciplines. They also learn to communicate orally and in writing; they are prepared to take advantage of developing technology; and they are educated to deal with an increasingly integrated world. This means understanding the development of regional economies, the relationship between the developed and the developing worlds, and the impact of economic and demographic diversity on business and markets.

Students may choose from three majors: Finance, International Business, and Actuarial Studies for Business. For more information, visit [www.qc.cuny.edu/bba](http://www.qc.cuny.edu/bba).

**Accounting.** The Department of Accounting and Information Systems (718-997-5070) offers courses in accounting, business, law, and taxation required by the New York State Board for Public Accountancy for admission to the CPA examination and/or to be licensed as a Certified Public Accountant in the State of New York. Accounting majors earn the BA degree.

New York State now requires 150 hours to be licensed as a Certified Public Accountant. The department's master of science in accounting program is designed to be a graduate-level continuation of undergraduate studies and will satisfy New York State's 150-credit-hour requirement needed to be licensed as a Certified Public Accountant. A graduate of this program who passes the Public Accountancy Board's examination and meets the experience requirements will be granted a certificate as a Certified Public Accountant. For further information, visit [www.qc.cuny.edu/accounting](http://www.qc.cuny.edu/accounting).

**Education.** The School of Education offers undergraduate programs preparing students for teaching in pre-school, elementary school, middle school,

and senior high school. Because teacher education programs qualify students to meet the New York State Certification standards set forth for prospective teachers, students who plan to teach should visit the departments of Elementary and Early Childhood Education (718-997-5302), Educational and Community Programs (718-997-5240), or Secondary Education and Youth Services (718-997-5150) for information and visit the school website at [www.qc.cuny.edu/education](http://www.qc.cuny.edu/education).

**Pre-Law.** Preparation for the study of law should be as wide as the whole field of human relations, including the social sciences, the humanities, and the technological aspects of contemporary life. There is no particular pre-law curriculum that must be followed. Mastery of both written and spoken English and communication skills will increase a lawyer's effectiveness. Study of the social sciences, with special emphasis on government and economic and social institutions, offers important background for an understanding of the law.

Entering freshmen and other students contemplating careers in law should consult with the pre-law advisor at 718-997-5088. Additional information is available at [http://qcpages.qc.cuny.edu/political\\_science/prelaw.html](http://qcpages.qc.cuny.edu/political_science/prelaw.html).

Prospective law students will be advised regarding law school admissions. The Law School Admission Test (LSAT) is given four times a year and is required by virtually all law schools. The LSAT should be taken, if possible, either in the June preceding your senior year or October of your senior year. Visit [www.lsac.org](http://www.lsac.org) to sign up for the LSAT.

**Health Professions: Dentistry, Medicine, Optometry, Podiatry, Pharmacy, and Veterinary Medicine.** Students who are considering a career in any of these professions should consult with the Office of Health Professions Advisory Services (HPAS) during their freshman year and at least once each semester until filing the graduate school application. The office is located in Science Building B338 (718-997-3470); Ms. Valli Cook is the director.

The HPAS office offers assistance with academic and career planning, provides guidance when applying to professional schools, and writes the Committee/Evaluation letter required by most schools. Pre-health students are strongly advised to meet at least once each academic semester with a health professions advisor in the HPAS Office if an evaluation letter is to be written.

Schools for health professions generally require a bachelor's degree and two semesters each of college-level English, biology, inorganic chemistry, organic chemistry, biochemistry, and physics, and one semester of college mathematics (calculus) and social statistics. The requisite science courses must include the laboratory component. At least one semester of college-level mathematics (calculus) and/or one semester of statistics in the sociology or psychology department is generally required. We recommend additional science courses and liberal arts courses. Pre-health students may choose a science or non-science major.

Application for admission to dental, medical, optometry, podiatry, pharmacy, or veterinary medicine schools generally occurs in the Summer or early Fall, one full academic year before the student intends to enter the school. The application guidelines are available through the HPAS office or by going to the specific webpage.

**Non-Doctoral Health Professions—Allied Health: Nursing, Occupational Therapy, Physical Therapy, and Physician Assistant.** Students considering a career in any of these health professions are advised to consult the CUNY webpage ([www.cuny.edu](http://www.cuny.edu)) for allied health degree programs at other CUNY colleges. In addition, allied health admissions speakers are invited to campus each semester by the Health Professions Advisory Services Office and the student association, Future Healers of America. Students interested in allied health are invited to join the listserv at [futurehealers@gmail.com](mailto:futurehealers@gmail.com).



**Post-Baccalaureate Pre-Health Concentration for Dentistry, Medicine, Optometry, Podiatry, Pharmacy, and Veterinary Medicine.** The suggested coursework concentration is available to students who have already completed a baccalaureate degree and wish to complete the requirements for any of the various health-profession schools. Students who are interested in pursuing such a concentration should consult with Health Professions Advisory Services (Science Building B338; 718-997-3470). The office will work with each post-baccalaureate student to ensure that he or she is informed and guided through the application process.

All students applying to any of the professional medical schools are strongly encouraged to meet with HPAS at least once each semester.

**Pre-Engineering Program.** Queens College does not offer a degree in engineering, but, like many liberal arts colleges in the United States, it has a collection of courses that are equivalent to most of those taken in the first years of an engineering curriculum. In addition to these traditional offerings, the college has a number of more specialized courses designed primarily for engineering students. Thus, by choosing a proper selection of courses, Queens College students can usually transfer into the third or fourth semester of most engineering programs in the United States.

An articulated transfer program has been worked out with Columbia University in New York City so that Queens College students, after completing three years of coursework at the college, can transfer to Columbia with a minimum of difficulty.

The articulated transfer plan with Columbia is a 3–2 plan. In this program, the student takes additional liberal arts courses and spends three years at Queens and two at Columbia. Upon completion of the program, the student can receive two degrees: a bachelor’s degree in engineering from Columbia, and the BA degree from Queens. A new 4–2 program allows students with appropriate coursework to pursue a master’s degree in engineering at Columbia upon graduation from Queens College.

Students who wish to transfer to an engineering school with which Queens does not have an articulated

transfer plan should consult the catalog of that school when planning their academic programs at Queens. In any case, it is important for you to begin considering different engineering schools and start collecting their catalogs early in your career at Queens College. You should also plan to visit any institution you think you might want to transfer to.

For more information, contact the pre-engineering advisor, Prof. So Takei (Science Building B220; 718-997-3379; stakei@qc.cuny.edu).

### **OFFICE OF UNDERGRADUATE RESEARCH** <http://ougr.qc.cuny.edu/>

The Office of Undergraduate Research promotes student research and scholarship across all academic schools at Queens College. It serves as an information clearinghouse on undergraduate research opportunities, scholarships, and funding; research-related events on campus; research-inclusive courses; and student research accomplishments. The office hosts two annual events. Each Fall the Research Opportunities Symposium provides a forum for faculty to present their research and recruit undergraduate researchers. In the Spring, the Undergraduate Research Day offers an opportunity for students to present their research to the Queens College community. For more information, visit the webpage or contact the director, John Dennehy, at john.dennehy@qc.cuny.edu.

### **MURPHY INSTITUTE FOR WORKER EDUCATION AT QUEENS COLLEGE (FORMERLY LEAP)**

The Murphy Institute collaborates with New York City unions to provide higher education opportunities, student services, and resources to union members and adult learners. Through the institute, QC students who are union members have access to programs designed to provide academic support and counseling, and participate in a learning community that offers student events, workshops, and recognition for academic achievement. Frequent communication keeps students informed about important academic deadlines, free workshops, special events, and new academic developments.

Institute services include:

*Admissions and College Preparation:* Direct admission for adults over 25 into the ACE program; free test preparation in reading, writing, and math for the CUNY Assessment Test.

*Advisement and Counseling:* Personalized advisement from time of entry through graduation; career counseling and help choosing a major; short-term personal counseling; consultations and referrals as needed.

*Specialized Support:* Free writing and math support; free teacher certification exam preparation; and free workshops on various topics that support academic success.

*Union Collaborations:* Specialized programs in urban leadership, teacher education, public administration, and labor studies that articulate with Queens College majors and course offerings; third-party tuition payment processing for various union members; networking opportunities and special events for students interested in labor studies, urban studies, union activities, and social justice issues.

*Other Services:* New Student Orientation; computer lab for Murphy Institute students, Kissena Hall, Room 220; student lounge, Kissena Hall, Room 224.

For more information, call 718-997-3060, stop by the Murphy Institute office in Kissena Hall, Room 217, or visit <https://slu.cuny.edu/worker-education/murphy-queens/>.

### **VETERANS**

The college is an approved training institution for veterans, disabled veterans, military personnel, and their spouses and dependents. Students who believe they are eligible for benefits can be certified to the Veterans Administration by going to Veterans Support Services, Student Union, Room 320, as soon as possible after acceptance. Additional information is available at [www.qc.cuny.edu/veterans](http://www.qc.cuny.edu/veterans).

Students must notify the School Certifying Official of all changes in their credit load in order to ensure their eligibility for future benefits. Call 718-997-4433 for information.

*Veterans* are those who were in active military service (which includes basic training) and were released under a condition other than “dishonorable.”

*Military Personnel* are persons currently serving in the armed forces of the United States, whether on active duty or reserve or in the National Guard.

The following policies apply to students who leave the college to fulfill military obligations:

### **I. Students called up to the reserves or deployed before the end of the semester.**

- A. *Grades.* In order to obtain a grade, a student must attend 13 weeks (five weeks for Summer Session).
1. The grade earned up to the point of activation may be granted at the time of activation.
  2. Students may make arrangements with the instructor to make up work for the course.
  3. They can request an Incomplete as they attempt to finish the work assigned through the remainder of the semester. (For more information on policy governing a grade of Incomplete, see page 67.)
  4. If the student is graduating at the time of activation, the designated authority/graduation auditor may grant up to 12 credits from his or her JST transcript as military elective credit in order to assist in meeting the graduation requirements.
- B. *Refunds.* A student called up to the reserves or deployed who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

### **II. Students who volunteer (enlist) for the military.**

- A. *Grades.* Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend 13 weeks (five weeks for Summer Session).
- B. *Refunds.* The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.

1. Withdrawal before the beginning of the 5th calendar week (3rd calendar week for Summer Session): 100% refund of tuition and all other fees except application fees.
2. Withdrawal thereafter: 50% refund.

### **III. Other provisions for military service.**

- A. *Resident Tuition Rates.* These lower rates are applicable to all veterans and members of the armed services. Their spouses and dependent children are also eligible for these rates.
- B. *Reenrollment of Veterans.* Veterans who are returning students are given preferred treatment in the following ways:
1. Veterans who were former students with unsatisfactory scholastic records may be readmitted with a probationary program.
  2. Veterans, upon their return, may register even after normal registration periods, without late fees.
  3. Granting of college credit for military service and armed forces instructional courses.
  4. Veterans returning too late to register may audit classes without charge.
- C. *Late Admissions.* Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.
- D. *Readmission Fee.* Upon return from military service, a student will not be charged a readmission fee to register at the same college.
- E. *Tuition Deferrals.* All service members, veterans, and their dependents may have payment of their tuition bills deferred regardless of benefit status.
- F. *New York National Guard Tuition Assistance.* The New York National Guard offers a Tuition Benefit for Active New York State National Guard Members and the New York Army National Guard Federal Tuition Assistance Program (ARNG FTA).

Questions regarding both programs should be directed to the individual’s unit.

- G. *Veterans Tuition Awards (VTA)* are awards for full-time and part-time study by eligible veterans matriculated in an approved program at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State. Veterans should visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for additional eligibility requirements.

### **VA PENDING PAYMENT POLICY**

A. In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits while payment to the institution is pending from the VA.\* This school *will not*:

1. Prevent or delay the student’s enrollment;
2. Assess a late penalty fee to the student;
3. Require the student to secure alternative or additional funding;
4. Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

B. However, to qualify for this provision, such students may be required to:

1. Produce a Certificate of Eligibility by the first day of class;
2. Provide a written request to be certified;
3. Provide additional information needed to certify the enrollment, as described in other institutional policies.

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\*In the event an expected payment from the U.S. Department of Veterans Affairs was not posted to the student’s account, the student must alert the Bursar’s Office.

## GRADUATE PROGRAMS

Queens College offers the Master of Arts degree in applied linguistics, art history, audiology,\* biology, chemistry and biochemistry, computer science, data analytics and applied social research, economics,\* English, French, geology, history, Italian, Latin American area studies,\* mathematics, media studies, music, philosophy, physics, political science and government,\* general psychology, psychology: applied behavior analysis, psychology: behavioral neuroscience, psychology: clinical behavior, sociology, Spanish, speech pathology, urban studies, and urban affairs. The Master of Arts in Liberal Studies and Master of Arts in Social Sciences degrees are also offered.

The Master of Arts in Teaching degree is offered in childhood education (grades 1–6), childhood education with a specialization in bilingual education, early childhood education (birth–grade 2), and adolescent education (biology, chemistry, and earth science).

The Master of Fine Arts degree is offered in creative writing and studio art.

A program in library studies, leading to the degree of Master of Library Science, is offered with a specialization in school or public, academic, and special librarianship. Post-master's certificates are also offered.

The Master of Music program is offered in jazz studies and classical performance.

The Master of Science degree is offered in accounting, applied environmental geoscience, mental health counseling, nutrition and exercise sciences, photonics, risk management: accounting, risk management: finance, and risk management: dynamic financial analysis modeling.

The Master of Science degree in Education is offered in adolescent education (biology, chemistry, earth science, English, French, Italian, mathematics, physics, social studies, and Spanish); art, childhood education (grades 1–6); childhood education with a specialization in bilingual education; counselor education; early

childhood education (birth–grade 2); family and consumer science; literacy; music; physical education; school psychology; special education; and teaching English as a second language.

There are Advanced Certificate (post-master's) programs in bilingual education; Educational and Community Programs (bilingual pupil personnel, bilingual pupil personnel intensive, school building leader, school district leader, and special education [birth–grade 2, and grades 1–6 and 7–12]); Elementary and Early Childhood Education (child development psychology, children's literature, early childhood education [birth–grade 2], language minority education, math education, science education, and social studies education); literacy education (birth–grade 2 and grades 1–6); school psychology; and TESOL.

For students who wish to pursue initial certification as elementary or secondary school teachers, but whose undergraduate degrees did not include the necessary work in education, the college offers Advanced Certificate (post-baccalaureate) programs in adolescence education (biology, chemistry, earth science, English, French, Italian, mathematics, physics, social studies, and Spanish); art; childhood education (grades 1–6); early childhood education (birth–grade 2); family and consumer science; physical education; and psychology: applied behavior analysis.

## DOCTORAL PROGRAMS

Many Queens College faculty are members of the doctoral faculty of the City University. The following PhD degrees are offered through the Graduate Center: anthropology, art history, biochemistry, biology, biomedical sciences, business, chemistry, classics, comparative literature, computer science, criminal justice, earth and environmental sciences, economics, engineering, English, French, Germanic languages and literatures, Hispanic and Luso-Brazilian literatures, history, linguistics, mathematics, music, philosophy, physics, political science, psychology, social welfare, sociology, speech and hearing sciences, and theatre.

The PhD and MD/PhD degrees are offered in biomedical sciences, and the DSW is offered in social welfare. The DMA is offered in music performance and composition. For further information, contact the appropriate departments at Queens. Information can also be obtained from the CUNY Graduate Center.

## SPECIAL PROGRAMS

### Professional & Continuing Studies

Professional & Continuing Studies ([www.qc.cuny.edu/PCS](http://www.qc.cuny.edu/PCS)) offers noncredit certificate programs as well as other professional development, enrichment, and corporate training opportunities. These range from project management certification to health care career training, an ABA-approved paralegal studies certificate program, and exam prep and licensing courses. The Office of Corporate Training provides options that can be customized.

### The English Language Institute (ELI)

ELI ([www.qc.cuny.edu/ELI](http://www.qc.cuny.edu/ELI)) provides a comprehensive academic program for learning English as a second language on either a full- or part-time basis. Established in 1945, it is the oldest English-language school in the City University of New York system and one of the oldest in the United States; it has trained more than 36,000 ESL students from 47 countries. All ELI faculty members hold graduate degrees in applied linguistics and/or teaching English as a second language. Passing the ELI Day Program Final Exam with a certificate is recognized by CUNY as the equivalent of a TOEFL iBT score of 61.

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\*New admissions have been suspended.

# Student Development and Leadership

**Co-curricular activities** at Queens College play an important part in your education. Because there are so many different activities going on each semester, you are sure to find a club, concert, film, or speaker that interests you. Announcements of activities can be found in the student press, posted around the campus, and on the student events calendar on the QC Student Life Facebook page.

**Student Development and Leadership  
Student Union, Room 327  
718-997-3970; Student.Life@qc.cuny.edu  
www.qc.cuny.edu/studentlife**

The goal of the Student Life Office is to create and support co-curricular opportunities for students. This is accomplished through a series of programs, including those that are social and educational in nature, as well as through structured leadership development workshops and small group and individual advisement.

The Student Life Office is the center of student club activity on campus. All clubs must register with the office each semester. Information is available in this office about student governments, leadership development, and volunteer opportunities.

**The Student Union  
www.qc.cuny.edu/su**

**Hours: Monday–Thursday, 7 am–10:30 pm;  
Friday–Sunday, 7 am–5 pm**

The Student Union is the hub of campus life. Containing major social, cultural, recreational, and educational

facilities and services, the Student Union adds greatly to student development, enrichment, and pleasure. More than 45 student organizations have office space here, and another 90 use the Union for meetings, events, and seminars.

Various food choices are available at the Student Union. Starbucks Coffee Shop offers a variety of espresso and coffee beverages and freshly prepared sandwiches and soups. Avenue Q is a convenience store that offers prepared meals and snacks. Other services include a parking garage and a branch of the Queens County Savings Bank. Catering facilities, meeting rooms, and the fourth-floor ballroom are available for lectures, movies, music performances, conferences, and dinner or dance events.

Financed through Student Union fees and revenue-producing enterprises, the Student Union is committed to meeting the needs of the entire college and greater New York communities.

**The Queens College Association** administers that portion of the Student Activity Fee used by student organizations. Its administrative functions are handled by the Student Life Office. More than 150 student organizations receive funding from the QCA (qcassociation@qc.cuny.edu).

**The Queens College Auxiliary Enterprise Association** is a nonprofit organization responsible for the operation of the bookstore and food services located on campus. The Dining Hall houses various food services. Adjacent to Armstrong Alley, the Q Café

(open for breakfast, lunch, and dinner) features a buffet of hot foods, a salad bar, a fresh sandwich station, and a grill with cooked-to-order items. An ATM is available.

The Midway Court includes a We Proudly Serve Starbucks that sells espresso and coffee, On the Go Grab and Go, Shah's Halal, and the Dairy Stop, which serves only kosher food provided under strict rabbinical supervision.

The Corner Pocket, a recreation center, offers billiards, ping-pong, video games, and copy services.

Adjacent to the Corner Pocket is the Q-Tips Information Center, a one-stop location for everything you need to know on campus. Items available include brochures, event fliers, and the opportunity to purchase movie tickets.

Two additional food service areas operate on campus.

The Science Building has a café on the second-floor landing, which provides a full line of Starbucks beverages as well as bagels and made-to-order sandwiches.

Rosenthal Library is home to an Internet café, Books and Bytes, with coffee, snacks, and light meals.

**The Summit Office of Housing & Residence Life  
Summit Apartments, Room 138  
718-997-4881; fax: 718-997-4882  
www.qc.cuny.edu/housing**

Queens College offers all students the opportunity to live on campus in an apartment-style residence hall. The Summit Apartments provide luxury housing and support services to assist students in being successful. The building offers the privacy, amenities, services, and conveniences that today's college students seek:

- Fully furnished apartments.
- Private and shared bedrooms.
- Semi-private bathrooms.
- All utilities included.
- Stove, microwave, and full-size refrigerator.
- Free laundry.
- Fitness center.
- Individual controls for heat and air-conditioning.
- Digital cable TV and wireless high-speed Internet.
- 24-hour computer lab access.
- Parking.
- Professional live-in staff.
- Safety cameras in corridors and common areas.
- 24-hour staffed courtesy desk.

### **Queens College Online Bookstore** **www.QCBookstore.com**

By logging in through CUNYfirst, students may obtain a customized list of books and materials that are required for courses in which they are registered. They are given comparison prices for new, used, rental, and eBook options, which can be shipped to either home or campus addresses. Buying books and materials through the online bookstore benefits student-focused programs and services throughout Queens College.

### **Queens College Shuttle**

All students may ride the Queens College Shuttle, which travels between the college and mass-transit hubs at Jamaica Station and the Flushing–Main Street Station. For routes and schedules, visit [www.qc.cuny.edu/shuttle](http://www.qc.cuny.edu/shuttle).

## **THE STUDENT ASSOCIATION**

### **Student Union, Room 319** **718-997-4862**

The Student Association (SA) represents all students, clubs, organizations, and interest groups at Queens College. It offers a variety of services, programs, and events to undergraduate and graduate students. It is home to the Student Senate and student leaders all across campus, and is the backbone of student-run initiatives and involvement on campus. The SA office provides an open

student lounge where all students can go to socialize and relax. Any student interested in joining may come to the office and pick up an application Monday through Friday, from 9 am to 6 pm.

**The Academic Senate** is the chief legislative body of the college and, subject to the Board of Trustees, is responsible for the formulation of policy relating to the admission and retention of students, curriculum, granting of degrees, campus life, and the nomination and review of academic (full) deans. It also establishes rules governing the use of the college name by organizations and clubs, and conducts all educational affairs customarily cared for by a college faculty. There are twenty student representatives and forty faculty delegates/senators. Student representatives are elected every Spring by the student body. In addition, there are eleven active Academic Senate standing committees, three special committees, and two college committees, all of which have and encourage the participation of student members. These committees deal with issues ranging from curriculum and academic standards to campus beautification. Applications for committee membership are available at [www.qc.cuny.edu/academicsenate](http://www.qc.cuny.edu/academicsenate).

The Academic Senate usually meets one Thursday of each month from September through May. Meetings are held in Kiely Hall 170 and are open to all. Members of the college community—faculty, staff, and students—are encouraged to participate in discussions. A complete description of the Academic Senate is available in the Senate office in Kiely Hall 141 (718-997-5880; [www.qc.cuny.edu/academicsenate](http://www.qc.cuny.edu/academicsenate)).

**The Welcome Center**, located in the lobby of Jefferson Hall, provides visitors, new students, and their families with general information about the college, admissions criteria and applications, and directions to department offices. It also serves current students by providing information on course scheduling and anything else that will help them during their stay at the college (718-997-5411).

**Identification Card (QCard).** The college supplies each student with an identification card called the QCard. Students must carry this card on campus and present it to a member of the faculty or staff if requested to do so. The QCard protects the college from persons not authorized to be on campus or to use college facilities. It also allows registered students all the privileges of membership in the college community. You must show a valid QCard when collecting any checks from the Bursar's Office and when using the library. The QCard is also a quick and convenient method for buying things on campus.

Incoming students must acquire their QCard during their first semester. To obtain a QCard (new or replacement), you must have an active QCuser account (<https://cams.qc.cuny.edu>) and a photo ID, such as a driver's license. To obtain a replacement, a QCard replacement fee charge of \$10 must be paid at the Bursar's office, and the receipt shown at the Qcard office. The QCard office is in the Dining Hall, Room 116A (997-4240; [www.qc.cuny.edu/qcard](http://www.qc.cuny.edu/qcard)).

**Disability or Pregnancy.** A student who becomes disabled or pregnant and may need accommodation should contact the Office of Special Services (Frese Hall 111; 718-997-5870; [www.qc.cuny.edu/specialservices](http://www.qc.cuny.edu/specialservices)), which will provide counseling to all qualified students. A letter from a physician or official documentation identifying the disability is required to determine what accommodations are needed.

If a student wants health and wellness information concerning her pregnancy, she should make an appointment for a consultation with the nurse at the Health Service Center (Frese Hall, 3rd Floor; [www.qc.cuny.edu/health](http://www.qc.cuny.edu/health)).



## **ACADEMIC ADVISING**

**Academic Advising Center**  
**Kiely Hall 217; 718-997-5599**  
**<http://advising.qc.cuny.edu>**

The Academic Advising Center works in partnership with undergraduate students to chart an individualized course through degree requirements, services, and educational opportunities, including our unique QC in 4 program, which guarantees participating freshmen graduation after four years.

After acceptance to the college, Advising welcomes new students through its orientation programs and works with each one to create an educational plan and assist with first-semester registration. Throughout their undergraduate experience, students are encouraged to meet with professional academic advisors regularly to explore their academic and career goals and the strategies by which to achieve them. Advisors will also review the college's baccalaureate degree requirements, discuss major and minor opportunities, and provide information on academic policies, procedures, and deadlines. Students are encouraged to attend the center's workshops on course selection and long-range program and graduation planning, and to seek referrals to academic departments and other student service offices.

We assist our students in person (either as drop-ins or by appointment), by email, and through virtual advising platforms. Please visit our website for our hours and services, campus updates, and special event information. Also, be sure to join us on Facebook, Instagram, and Twitter.

### **Pre-Professional Advisement**

The Office of Health Professions Advisory Services offers assistance to students planning careers in medicine, dentistry, optometry, pharmacy, podiatry, and veterinary medicine (718-997-3470). The Pre-Law Advisor counsels students who plan to study law (718-997-3624 or 718-997-5088). Information on pre-engineering programs is available in the Physics Department (Science Building B332; 718-997-3390).

**The Interdisciplinary and Special Studies Office** (Kiely Hall, Room 1105; [www.qc.cuny.edu/interdisciplinary](http://www.qc.cuny.edu/interdisciplinary)) works directly with students in planning interdisciplinary programs.

### **Committee for Disabled Students**

The committee, in Kiely Hall 175 (718-997-5899), is a student organization, comprising students with and without disabilities, who work together to provide advocacy to assist those with temporary or permanent disabilities. In addition, the committee helps students with disabilities to participate more fully in the social life of the campus.

**Office of Student Advocacy and Appeals and Undergraduate Scholastic Standards Committee**  
**Frese Hall 201; 718-997-4486**  
**[student.advocacy@qc.cuny.edu](mailto:student.advocacy@qc.cuny.edu)**

Staff are available to assist students with all manner of concerns, complaints, and appeals as well as to discuss questions involving appeals of academic dismissal, registration for additional credits, late and retroactive course withdrawals, extensions of time to resolve temporary grades, and the reopening of closed temporary grades. Appeal forms and filing instructions may be obtained online from the USSC website on MyQC at <https://myqc.qc.cuny.edu/StudentLife/USSC/default.aspx>.

### **FINANCIAL AID SERVICES**

**718-997-5102; fax 718-997-5122**  
**[www.qc.cuny.edu/fao](http://www.qc.cuny.edu/fao)**

The Financial Aid Office provides information and counseling to graduate and undergraduate students on the various financial aid programs (grants, work-study, and loans) offered by New York State, the federal government, and private organizations.

**DIVISION OF STUDENT AFFAIRS**  
**Student Union, Room 327**  
**718-997-5500; fax 718-997-5640;**  
**[VPSA@qc.cuny.edu](mailto:VPSA@qc.cuny.edu)**

The Division of Student Affairs provides a variety of services to assist students outside the classroom. The division's professional staff is committed to facilitating students' emotional, psychological, social, and intellectual growth and development. The offices of the division are noted below.

### **COUNSELING, HEALTH & WELLNESS**

#### **Counseling Services**

**Frese Hall, 1st Floor; 718-997-5420**  
**[www.qc.cuny.edu/counseling](http://www.qc.cuny.edu/counseling)**

**Hours: Monday, Thursday & Friday, 9 am–5 pm; Tuesday & Wednesday, 9 am–7 pm; Saturday, 10 am–3 pm. (The center is not open on Saturdays or evenings after 5 pm during the Summer and Winter sessions. Our hours are flexible while services are off campus due to the COVID-19 pandemic.)**

A student's sense of well-being can be disrupted by many things: depression, anxiety, academic difficulty, family conflict, and troubled relationships, among others. Many students have found it helpful to talk about these things with a counselor at Counseling Services. Counselors and staff welcome students to the center. Our mission is to enhance the health and growth of our students.

Students may meet with a counselor individually or choose to join one of several groups. Counseling services are free and confidential. (Exceptions to confidentiality include intent to harm self or others, child abuse, or elder abuse.) All counselors are licensed psychologists, social workers, or mental health counselors. Supervised master's- and doctoral-level interns also are on staff. Specialized counseling services are available to Italian American students onsite through the John D. Calandra Italian American Institute.

In addition, counselors see students who are at risk of not completing college due to academic probation, suspension of financial aid, or the need for an academic appeal. All students are welcome.

**Peer Support Services**  
**Student Union LL37; 718-997-5419**  
**[www.qc.cuny.edu/peer](http://www.qc.cuny.edu/peer)**  
**Available Fall and Spring semesters**

Peer Counselors are undergraduate students who have achieved at least lower sophomore status and have learned general college information, regulations, resources, and counseling and communication skills. They are available to discuss student concerns about college adjustment, college requirements, program planning, selecting a major, exploring career choices, and personal concerns. Peer Counselors also participate in other college events. Descriptions of the Peer Program's credit-bearing courses and the minor in Student Services and Counseling are available in the Counseling, Health & Wellness Center.

**Office of Minority Student Affairs and Pre-Professional Advisement**  
**Frese Hall, 1st Floor; 718-997-5423**  
**[www.qc.cuny.edu/StudentLife/services/counseling/minority/Pages/default.aspx](http://www.qc.cuny.edu/StudentLife/services/counseling/minority/Pages/default.aspx)**  
**Hours: 11 am–6 pm**

The Office of Minority Student Affairs provides direct services and works in collaboration with the academic, administrative, and support units of the college to promote the academic success and social well-being of underrepresented students. Services include:

- Information on opportunities, meetings, and services available for minority students.
- Graduate school planning and assistance with the application process.
- Health professions and pre-law advisement.
- Same-sex support groups for men and women of color.
- Personal counseling (by appointment).
- Academic support resources.

- Assistance with course and major selection.
- Assistance with academic appeals.
- Mentorship and referrals.

**International Students and Scholars**  
**King Hall 207**  
**718-997-4440; [iss@qc.cuny.edu](mailto:iss@qc.cuny.edu)**  
**[www.qc.cuny.edu/iss](http://www.qc.cuny.edu/iss)**

The International Students and Scholars Office (ISSO) facilitates international student and exchange visitor entry into the U.S. for the purpose of earning a degree, conducting research, or teaching at Queens College. During a visitor's stay at the college, the ISSO staff provides international students and faculty with a variety of ongoing support services, including maintenance of U.S. visa and immigration requirements, employment eligibility assessment, and authorization for students and faculty holding the F-1 Student Visa and J-1 Exchange Scholar Visa, and academic and cross-cultural advisement.

**Center for Career Engagement and Internships (formerly the Office of Career Development and Internships)**  
**Frese Hall 213; 718-997-4465**  
**[www.qc.cuny.edu/career](http://www.qc.cuny.edu/career)**  
**Hours: Monday–Friday, 9 am–5 pm**  
**(Tuesday & Wednesday until 7 pm when classes are in session)**

The Center for Career Engagement and Internships' vision is to educate, engage, and empower students and alumni in achieving career success within a transforming global workforce. Career education is fully integrated in students' academic, personal, experiential, co-curricular, and employment activities. The career staff are educators who provide one-on-one career coaching sessions, group, and virtual career-readiness training for students and alumni.

The center offers a variety of services that are designed to engage students through the various stages of self-reflection, career exploration, and professional

development. It is recommended that students start as early as their first year to complete multiple experiential learning opportunities. Internships are vital to gain related work experience and network with employers; these include for-credit, paid, or unpaid opportunities. The center also allocates a competitive QC Internship Stipend for some qualified students participating in unpaid internships. Students can upload résumés, apply online for internships and job postings on and off campus, and, in addition, view resources on the career management site HireQC at [www.qc.cuny.edu/StudentLife/services/career/Pages/Symplicity-Login.aspx](http://www.qc.cuny.edu/StudentLife/services/career/Pages/Symplicity-Login.aspx).

The center also offers career classes (CO-OP 201, Orientation to the World of Work) for college credit, providing students with assessments, career-readiness skills, and workforce experience. These courses may be repeated for credit for a different experience, and may consist of traditional, online, or hybrid classes.

**Health Service Center**

**Frese Hall, 3rd Floor**  
**718-997-2760; fax 718-997-2765**  
**[www.qc.cuny.edu/health](http://www.qc.cuny.edu/health)**

**Hours: Monday–Friday, 9 am–5 pm**  
**(when classes are in session)**

A healthier lifestyle fosters better performance in academics and in your personal life. The Health Service Center's primary emphasis is on proactive health promotion and wellness activities. Health education workshops and basic counseling are provided on a spectrum of issues, including drug and alcohol use, birth control, pregnancy, safer sex, HIV/AIDS, cardiovascular health, and nutrition.

First aid, medical assessment, and referrals to free or low-cost resources in the community are provided. Pending availability, measles, mumps, and rubella vaccinations are available to students.

**Immunization Requirements.** New York State public health law requires that anyone born on or after January 1, 1957 must be immunized against measles, mumps, and rubella before starting school, and must

be provided with information about meningococcal disease and vaccination. Students are required to file a QC Immunization Form with the Health Service Center (Frese Hall, 3rd Floor, 718-997-2760); the form is available at [www.qc.cuny.edu/StudentLife/services/health/Documents/QC%20ImmRecordForm%200918%201.pdf](http://www.qc.cuny.edu/StudentLife/services/health/Documents/QC%20ImmRecordForm%200918%201.pdf)). Failure to file this form will jeopardize the student's continuation in the undergraduate program, and registration will be blocked if the immunization requirement is not satisfied.

**Health Insurance.** The college offers health insurance information to students on a voluntary basis. Insurance information can be found at [www.qc.cuny.edu/health](http://www.qc.cuny.edu/health).

### **THE CHILD DEVELOPMENT CENTER AT QUEENS COLLEGE**

**Kiely Hall 245; 718-997-5885**

**[www.qc.cuny.edu/childdev](http://www.qc.cuny.edu/childdev)**

**Fall & Spring hours: Monday–Thursday, 8 am–8 pm; Friday, 8 am–4 pm**  
**Summer hours: Monday–Thursday, 8 am–4 pm**  
**(Pre-school program only)**

The center provides a quality early care and education program for children (30 months to 5 years) of QC students. An after-school program also is available for children (5 to 10 years of age) from 3 to 8 pm, which includes homework help as one component of a comprehensive program. Children are registered according to their parents' class/study schedule (pre-school children must register for a minimum of 4 hours a day). Fees are based on the number of hours each child is registered.

The center is licensed by the NYC Department of Health and NYS Office of Children and Family Services, and is staffed by professional educators. Programming consists of developmentally appropriate activities to stimulate children's intellectual and creative abilities, enhance motor development, and contribute to the acquisition of social-emotional skills. Both programs offer a multicultural environment that promotes the strength and value of human diversity.



### **OFFICE OF SPECIAL SERVICES**

**Frese Hall III; 718-997-5870**

**[www.qc.cuny.edu/specialservices](http://www.qc.cuny.edu/specialservices)**

**Hours: Monday–Wednesday and Friday,  
8 am–5 pm; Thursday 8 am–6:30 pm**

**Assistive Technology Lab: Saturday,  
10 am–2 pm**

The Office of Special Services (OSS) is the contact office for students with disabilities. It provides a full range of supportive services and accommodations according to the disability and need of the student.

These services level the playing field academically and enhance students' academic success. They include peer mentoring, early registration, counseling, academic advisement, note takers, C-print interpreters for the deaf, an alternative testing room, and an Assistive Technology Lab. The lab accommodates students through state-of-the-art technological hardware, software, and loan equipment programs. The office also arranges parking for students with documented disabilities.

## PARKING

Parking on the Queens College campus is **by decal only**. Information on applying for and purchasing a decal is available at <https://apps.qc.cuny.edu/ParkingAdministration/Logon.aspx>. To park on college property, all vehicles must be registered with the Public Safety Office. Unregistered vehicles or those parked in violation of the college's Parking & Traffic Regulations are subject to both ticketing and immobilization ("booting"). A fee of \$75 will be charged for removal of the immobilization boot in addition to the parking violation penalty for the ticket(s).

Students with disabilities must have a license plate or tag issued by the Motor Vehicles Bureau. The tag must be displayed at all times. (This is in addition to the Queens College decal.) Disability parking *must* be approved by the Office of Special Services (Frese Hall, Room 111).

Day students can apply for day parking through the lottery, held once a year in May and ending in July. There is unlimited evening parking (Monday–Thursday after 2 pm and all day Friday, Saturday, and Sunday). A decal is good for the Fall, Spring, and Summer sessions. Please bring a check or money order (payable to Queens College) or cash, payable at the Bursar's Office only, as well as a valid driver's license and vehicle registration. Credit cards are accepted as a form of payment at the window.

Students, faculty, and staff must park *only* in their assigned fields.

**Student Fees.** All fees and fines quoted include New York City parking tax where applicable, have been approved by the college and the Board of Trustees of the City University of New York, and are subject to change *without notice*. Fees and fines are designed to provide a self-supporting parking program, financing construction, maintenance, lighting, security, and administration of the parking operation.

- **Fall/Spring/Summer (day/evening students)** – \$275 (parking for Summer Session(s) is included in the yearly decal)
- **Summit resident parking** (Field 5) – \$385
- **Summit underground parking** – \$440 plus \$25 refundable deposit for access card
- **Spring Semester only** – \$138
- **Summer Session(s) only** – \$138
- **Weekends per semester** – \$50 (includes Fridays after 3 pm and all day Saturday and Sunday)
- **Motorcycles** – Fall/Spring, \$176; Summer only, \$88
- **Bounced check fee** – \$25

For information, contact the Security & Public Safety Office in Jefferson Hall 201 (718-997-4443).

## ATHLETICS & RECREATION

[www.queensknights.com](http://www.queensknights.com)

In the belief that an integrated curriculum should foster students' physical as well as cognitive abilities, the Office of Intercollegiate Athletics & Recreation presents students opportunities to participate in and enjoy varsity as well as intramural and recreational athletics. In addition, athletic scholarships are available to selected, talented student-athletes.

The intercollegiate athletic program provides students an opportunity to participate in sports on a high level of competition. Students also assist in organizing and conducting these events. The intercollegiate athletics program competes on the varsity level for both men and women. The following teams are open to all students who have matriculated and satisfied the necessary academic requirements as specified by the college and the NCAA: *Men*: baseball, basketball, cross-country, soccer, tennis, track & field; *Women*: basketball, cross-country, soccer, softball, swimming, tennis, track & field, volleyball, lacrosse. Dance and cheerleading teams are club teams sponsored by Athletics. Students interested in intercollegiate athletics may contact the Athletics Office in FitzGerald Gymnasium 204 (718-997-2795).

Recreation and intramural programs are run through the Office of Campus & Community Recreation. The former is made up of informal open recreation, which consists of basketball, swimming, weightlifting, running, tennis, fitness classes, and many other activities offered at specific times. Fitness classes in the past included yoga, martial arts, self-defense, and meditation, among others. Students who wish to participate in the recreation program should contact the Fitness Center in FitzGerald Gymnasium 206 (718-997-2740). Facility hours for these activities are posted in the office at the start of each semester.

The intramural program is composed of special events and activities such as flag football, volleyball, three-on-three and five-on-five basketball, indoor soccer, badminton, dodgeball, wiffleball, a one-day track event, and the Fall Fun Run. Students may enter as a team or ask to be placed on an existing team. Announcements about specific activities and the appropriate forms may be obtained in the Office of Campus & Community Recreation in FitzGerald Gymnasium 206 (718-570-0361). All intramural activities are held during club hours on Mondays and Wednesdays from 12:15 to 1:30 pm.

In compliance with the Equity in Athletics Disclosure Act, the Athletics Office prepares a report detailing participation rates, financial support, and other information related to our men's and women's athletic programs. This yearly report will be available in FitzGerald Gymnasium 204 by October 1.

For more details and a full description, visit [www.queensknights.com](http://www.queensknights.com).

# Tuition & Fees

**All tuition** and other fees listed in this *Undergraduate Bulletin* and in any registration material issued by the college are subject to change. In the event of any increase in fees or tuition charges, payments already made to the college will be treated as partial payments. Subsequent notification of the additional amount due and the time and method of payment will be given. The Bursar's website ([www.qc.cuny.edu/tuition](http://www.qc.cuny.edu/tuition)) should be checked for fee changes prior to registration.

## Senior Citizens

People who qualify as senior citizens may attend QC as auditors. To qualify they must be New York State residents 60 years of age or older who have completed high school. Senior auditors may enroll in a noncredit undergraduate course on a space-available basis by completing the Senior Citizen Auditor Application, available through the Office of Admissions. Individuals who enroll will be charged an administrative fee, the student consolidated services fee, as well as any other fees they may incur.

Provisions specific to the Senior Citizen Audit Program are:

- Senior citizen auditors may enroll in undergraduate courses only on an audit basis without tuition charge and academic credit.
- The grade of AUD will be assigned to all senior citizen auditors.
- Senior citizens are not permitted to register tuition free for any graduate-level course and utilize a tuition fee waiver.

- Senior citizen auditors pay \$80 per semester or session plus any course fees and penalty charges (change of program, late registration, late payment, etc.).

## Payment of Tuition and Fees

Students must be prepared to pay all fees associated with their registration. These include tuition, consolidated service fee, student senate fee, student activity fee, technology fee, material and transportation charges, and other miscellaneous fees.

Students may view their charges on their CUNYfirst account. Payments can be made online with an eCheck (no fee is incurred for an eCheck transaction) or a major credit card. When you use a credit or debit card, a nonrefundable 2.65 percent service fee will be charged to your account in addition to your tuition, fee, and housing payment. Students may also enroll in a Nelnet payment plan online through the CUNYfirst Student Center to make paying their bill easier with equal monthly installments. The enrollment fee is \$25 per semester/session. If paying by credit/debit card, a non-refundable service fee of 2.65 percent will be charged to your account in addition to your payment.

If a student pays by check or money order, his or her QC ID number must be written in the memo section of the check or money order. Students may mail checks or money orders to the Bursar's Office or may pay in person at the Bursar's Office with checks, money orders, or cash.

A student who issues a check or eCheck payment that is returned by the bank or our third-party processor

for online payments will be liable for tuition and fees in addition to a reprocessing fee. Please note that future payment by check or eCheck will no longer be acceptable.

A "stop payment" on a student's check does not cancel registration. The student must withdraw officially.

A student who registers for classes assumes a financial responsibility. If the student chooses not to attend, he or she must drop all courses before the first official day of the semester. Failure to do so automatically entails a financial obligation on the part of the student.

If you do not make full payment of your tuition and fees and other college bills and your account is sent to a collection agency, you will be responsible for all collection costs, in addition to whatever amounts you owe the college. Nonpayment or a default judgment against your account may be reported to a credit bureau and reflected in your credit report.

For billing and payment information, refer to the Bursar's website and the *Bursar's Information Letter* at [www.qc.cuny.edu/bursar](http://www.qc.cuny.edu/bursar).

## TUITION FEES

### Resident

Full-time Matriculated	\$3,465/semester (Maximum)
Part-time Matriculated	\$305/credit
Non-Degree	\$445/credit
Senior Citizen Fee	\$80/semester

## REFUND OF TUITION FEES

Once students have registered, they must pay for their classes by the payment due date. Students may change their registration online via the CUNYfirst Self-Service Center. To receive a 100% refund of tuition, a student must have dropped all courses before the official opening day of the semester.

The last date of attendance in class is not an official withdrawal date unless the student cancels registration online.

Refunds will be made in accordance with the following schedule. Students should refer to each semester's Bursar Information Letter, including Summer ([www.qc.cuny.edu/bursar](http://www.qc.cuny.edu/bursar)), for specific calendar dates.

Fall and Spring	Refund
Withdrawal from course before the official scheduled opening date of the semester	100%
Withdrawal within one week after the official scheduled opening date of the semester	75%
Withdrawal during the second week after the official scheduled opening date of the semester	50%
Withdrawal during the third week after the official scheduled opening date of the semester	25%
Withdrawal after completion of the third week after the official scheduled opening date of the semester	None

- If a student is placed on active military status, partial refunds may be made. Students who are so notified should get in touch with the Veteran Support Services Office immediately.
- Except as otherwise noted in this section, no other fees are refundable.
- The tuition refund schedule, as adopted by the CUNY Board of Trustees, is to be used for calculating the refund where courses are dropped after classes begin.

### Note:

A full (100%) refund of tuition will be made in the event that:

1. a student drops a course before the scheduled opening date of the semester.
2. a student's entire registration is canceled by the college after payment is made.

## Non-Resident

Full-time Matriculated	\$620/credit (No maximum)
Part-time Matriculated	\$620/credit (No maximum)
Non-Degree	\$915/credit (No maximum)

### Note:

To qualify for resident tuition and fees, a student must have been a resident of the State of New York for a consecutive period of one year immediately preceding the first day of classes of the session in consideration.

Undergraduate students who enroll part-time in undergraduate courses and take graduate courses, in any given semester, are charged graduate tuition for those graduate courses and the mandatory undergraduate student fees.

Resident matriculated undergraduate students who enroll full-time in undergraduate courses and take graduate courses, in any given semester, are charged the maximum full-time undergraduate tuition and mandatory undergraduate student fees.

## GUIDELINES FOR TUITION SCHEDULE

A full-time resident undergraduate degree student is one who is enrolled for 12 or more credits or billable equivalent credits. A part-time resident undergraduate degree student is one who is enrolled for fewer than 12 credits or billable equivalent credits.

Part-time students are billed on a per-credit basis up to but not including 12 credits. The tuition for part-time degree students should not exceed the full-time degree rate in a regular semester.

There is no full-time tuition rate for Summer Session students. Similarly, there is no full-time rate for non-degree or non-resident students. Therefore, all Summer, non-degree, and non-resident students are billed on a per-credit basis regardless of the number of credits for which they register. For additional information, contact the Bursar's Office (Jefferson Hall, Room 200; 718-997-4500).

## Mandatory Student Fees

For each session in attendance, all students are required to pay mandatory student fees that cover student activities, Public Interest Research Group (PIRG), Student Union, and the like. It does not cover service fees that a student may incur individually, such as fees for program changes, late registration, transcripts, special examinations, or parking. Unless changed after printing of this *Bulletin*, the mandatory student fees for full-time undergraduate students total \$303.85 for each session of attendance. Part-time students pay \$208.85. The breakdown of the fee is shown on page 30.

The mandatory student fees (activity fee, consolidated student fee, technology fee and student senate fee) or any part thereof will not be refundable at any time, nor can they be waived unless the college cancels all courses for which a student has registered or the student formally withdraws from all classes prior to the official first day of classes.

Exceptions may be made as follows:

- If a student is placed on active military service, partial refunds may be made. Students who are so notified should get in touch with the Veteran Support Services Office immediately.
- The PIRG fee is refundable if application is made to the college PIRG office (Student Union LL36) within three weeks of the start of the session.
- The sports fee is refundable if application is made in FitzGerald Gymnasium 218 within three weeks of the start of the session. You must show your paid bill with your application.
- The child care fee is refundable if application is made in the Child Development Center Office (Kiely Hall 245) within three weeks of the beginning of the Fall and Spring semesters or within one week of the beginning of the Summer sessions. You must show your paid bill and ID with your application.

**MANDATORY UNDERGRADUATE STUDENT FEES**

	<b>Total</b>	<b>Consol. Serv. Fee</b>	<b>Tech. Fee*</b>	<b>Student Govt. Fee</b>	<b>College Assn. Fee</b>	<b>Student Union Fee</b>	<b>Sports Fee</b>	<b>PIRG Fee</b>	<b>Disabled Students Fee</b>	<b>Spec. Non-Instruc. Fee</b>	<b>Child Care Fee</b>	<b>Univ. Govt. Fee</b>	<b>Shuttle Bus Fee</b>
Full-time	\$303.85	\$15	\$125.00	\$6.00	\$11.00	\$71.00	\$23.00	\$6.00	\$2.70	-0-	\$2.70	\$0.85	\$40.00
Part-time	208.85	15	62.50	3.00	5.50	55.00	15.00	6.00	2.70	-0-	2.70	0.85	40.00
<b>COOPERATING TEACHERS</b>													
Full-time	165.00	15	125.00	-0-	-0-	-0-	-0-	-0-	-0-	\$25.00	-0-	-0-	-0-
Part-time	102.50	15	62.50	-0-	-0-	-0-	-0-	-0-	-0-	25.00	-0-	-0-	-0-
<b>SENIOR CITIZENS</b> (NYS residents over 60 auditing undergrad courses only)													
	80.00	15	-0-	-0-	-0-	-0-	-0-	-0-	-0-	65.00	-0-	-0-	-0-

- The PIRG fee is refundable if application is made to the college PIRG Office (Student Union LL36) within 3 weeks of the start of the session.
- The sports fee is refundable if application is made in FitzGerald Gymnasium 218 within 3 weeks of the start of the session. You must show your paid bill with your application.
- The child care fee is refundable if application is made in the Child Development Center Office (Kiely Hall 245) within 3 weeks of the beginning of the Fall and Spring semesters or within one week of the beginning of the Summer Sessions. You must show your paid bill and ID with your application.
- Students who initially register for 12 or more credits and subsequently reduce their load to fewer than 12 after the semester begins must still pay the full-time fee.
- The mandatory student fees, senior citizens fees, cooperating teachers fees, material/film and transportation/field charges, and technology fees cannot be refunded, if paid, unless the student drops all courses before the official opening day of the semester or if the student's registration is canceled by the college.

\*Senior citizens and College Now students are not charged a technology fee.

**Material/Film & Transportation/Field Charges**

Material/film and transportation/field (MAT) charges may be applied in addition to tuition for various courses in this *Bulletin*. Charges are listed for individual classes in the Class Search function in CUNYfirst, available prior to registration. A student who drops a course that has such charges before the semester begins will receive a refund.

**Chalk & Wire Fee**

Chalk & Wire is an e-portfolio, web-based assessment management system that enables candidates in the Professional Education Unit to document academic and professional development, organize and showcase

their work, and reflect on learning in alignment with programmatic goals, objectives, and national standards, including discipline-specific competencies.

Candidates enrolled in programs within the Education Unit must purchase Chalk & Wire subscriptions when instructed to do so by their programs. Subscriptions are offered in five-month and one-, two-, three-, and four-year increments (with costs ranging from \$38.66 for five months to \$132 for the four-year option).

**Special Fees**

The following fees will also be charged:

1. During the admission process, students are required to pay a non-refundable fee of \$65 (transfer students pay \$70) at the time of filing an application for either matriculant or non-matriculant status.
2. A reentry fee of \$20 is payable by matriculated students (except senior citizens) who want to reenter the college after an absence of one or more semesters.
3. A charge of \$25 is made for late registration and reinstatement.

4. A charge of \$18 is assessed for students who change their schedules and add courses on or after the first day of the term. This fee is charged each day a change is made.
5. Parking on campus is by decal only and limited. The annual decal costs \$275 and covers the Fall, Spring, and Summer semesters. For the Spring semester only, the cost is \$138. Summer sessions cost \$138 per session. Summit residents' yearly parking is \$440 + \$25 (refundable deposit) for an access card. (See *Parking* on page 27.) Payment may be made by check, cash, money order, or any major credit card.
6. Duplicate Records fees are: (a) duplicate ID card, \$10; (b) duplicate diploma, \$30; and (c) other duplicate records, \$5. Each transcript of record is \$7 (waived when the transcript is to be forwarded to another unit of the City University). Online orders require an additional \$2 processing fee for a total of \$9 per transcript request.
7. A fee of \$35–\$60 is charged for the binding of the master's degree thesis, depending on the number of copies ordered.
8. The per-semester fees for maintenance of matriculation are \$225 for NYS residents and \$370 for out-of-state students.
9. A \$15 non-payment service fee is charged whenever a student does not pay any bill by its due date. It applies to students who receive hardship deferrals and who are declared eligible for financial aid as well as to those not receiving deferrals or aid.
10. A payment reprocessing fee of \$20 is charged when a check or eCheck tendered to the college by a student is not honored by the bank upon which the check is drawn. A separate fee will be charged for each check that is returned. In the event that the return of the check resulted from a bank error and the bank acknowledges the error in writing, the reprocessing fee may be waived. If your check or eCheck is returned by the bank for "stop payment," you will be liable for all tuition and fees in addition to a

returned-check fee. A "stop payment" on a check or eCheck does not cancel any liability.

11. A fee of \$25 is charged when a makeup examination is given. Each additional examination in a session is \$5. Payment of service fees, fines, and miscellaneous charges may be made at the Bursar's windows in Jefferson Hall. Payment of parking fines must be mailed or submitted in person to the Security Office (Jefferson Hall 201).
12. Parking fines must be paid by check, money order, or credit card at the Public Safety Office in Jefferson Hall, Room 201. The check or money order must be made payable to Queens College and include the student's CUNY ID and ticket number.

The Bursar's Office is open Monday through Thursday from 9:30 am to 4:30 pm, Friday 9:30 am to 1 pm, and Tuesday and Wednesday evenings from 5 to 7 pm, in Fall and Spring when classes are in session. Please visit our website for more information on Summer office hours: [www.qc.cuny.edu/admissions/bursar](http://www.qc.cuny.edu/admissions/bursar).

### Checks Returned to the College by the Bank

If your check is returned by the bank to Queens College, your registration will be processed in the following manner:

1. **Stop Payments:** A stop payment on your check will *NOT* result in cancellation of your registration. If you do not plan on attending classes for the semester, *you must drop your classes online before the first day of the semester*. Doing so will ensure you assume no financial liability. As stated in paragraph 10 on page 30, any check tendered to the college by a student that is not honored by the bank upon which the check is drawn will result in a returned-check fee of \$20.
2. **Other:** If your check or eCheck is returned by the bank or our third-party processor as not presentable for collection (NG) (including "unable to locate account"), you will be liable for all tuition and fees in addition to the \$20 returned-check fee. Please note that future payment by check or eCheck will not be acceptable.

### Holds

Students who have debts (for any tuition, fees, parking violations, emergency loans, etc.) that are past due will have a hold placed on their registration, transcripts, and diplomas until they satisfy their outstanding obligations to the college.





# Paying for College

**Students** who need financial assistance to help meet their college expenses should complete the Free Application for Federal Student Aid (FAFSA), available at <https://fafsa.ed.gov> as well as the New York State Tuition Assistance Program (TAP) and Excelsior Scholarship applications, available at [www.hesc.ny.gov](http://www.hesc.ny.gov). For further information regarding the aid application process, please visit [www.qc.cuny.edu/fao](http://www.qc.cuny.edu/fao).

## THE COST OF EDUCATION

The cost of education is an important consideration when deciding upon attending college. In general, a student budget consists of the direct educational costs of tuition, fees, books, and supplies, and those costs incurred by virtue of attendance, such as transportation and lunch. In addition, you will have recreational and personal expenses. If you are a self-supporting (independent) student, you will also have the day-to-day expenses of housing, food, clothing, and medical care.

## Student Resources

In reviewing your budget, you should consider the resources you will have from earnings and savings, the amount your parents can contribute, and any benefits you receive such as Social Security, veterans' benefits, unemployment, or public assistance. Summer employment can help you meet the first costs of enrollment, and you should plan to save money from such earnings. Cash will be needed right away for books, supplies, and transportation.

## Packaging Financial Aid

Rather than using just one source to finance your education, a combination of monies from all the programs for which you are eligible may be used. This system for allocating aid is called "packaging." Funds will be allocated first to meet the basic costs of attendance (tuition, fees) and, if funding permits, other expenses will then be addressed, such as books and transportation. Your need for aid is determined by an analysis of the information contained in your Free Application for Federal Student Aid (FAFSA).

The following sections briefly describe the financial aid programs available to eligible undergraduate students at Queens College. The descriptions are based on current statutes and regulations and are subject to change.

For additional information about application procedures and award and loan schedules, please visit our website at [www.qc.cuny.edu/fao](http://www.qc.cuny.edu/fao) or contact the Office of Financial Aid Services.\*

## NEW YORK STATE PROGRAMS TUITION ASSISTANCE PROGRAM (TAP)

### Application Procedures

Applications must be filed annually. Students must first fill out the FAFSA and then a separate TAP application. The deadline for the 2020–2021 academic year is June 30, 2021. The New York State Higher Education Services Corporation (HESC) determines your eligibility based on the information provided on your application.

### Selection of Recipients

TAP is an entitlement program for which there is no qualifying examination.

## Requirements:

1. You must be a U.S. citizen, or eligible noncitizen, and be a legal New York State resident. Undocumented students can also apply for state aid through the Dream ACT. For more information on the Dream ACT, go to [www.hesc.ny.gov/dream/](http://www.hesc.ny.gov/dream/).
2. You must be enrolled on a full-time basis and matriculated in a program approved for state student aid by the New York State Education Department.
3. All credits that constitute full-time status for TAP for a given semester must be applicable to the degree for which a student is enrolled.

*Note:* Repeated courses for which a student has already received a passing grade may not count toward the full-time requirement unless required by the student's curriculum.

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\* In compliance with the regulations of the City University of New York Board of Trustees, students who are delinquent and/or in default in any of their financial accounts with the college, the university, or an appropriate state or federal agency for which the university acts as either a distributing or certifying agent, and students who have not completed exit interviews as required by the Federal Perkins Loan Program, the Federal Family Education Loan Programs, and the William D. Ford Federal Direct Student Loan Program, will not be permitted to complete registration, or be issued a copy of their grades, a transcript of academic record, certificate, or degree, nor are they eligible to receive funds under the federal campus-based student assistance programs or the Federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

**NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP) ACADEMIC REQUIREMENTS**  
(Including all other NYS Scholarship and Award Programs)

To be eligible for a TAP award, students must be enrolled for at least 12 credits or the equivalent. Courses may be counted toward full-time study only if they are applicable toward a degree, as described in the college *Bulletin*. Electives are acceptable when taken in accordance with published degree requirements. A student may take courses not applicable to a degree in a given semester as long as the coursework is above the minimum full-time requirement of 12 credits.

Undergraduate students may receive TAP awards for 8 semesters; SEEK students may receive TAP awards for 10 semesters. Effective with the 2010–11 academic year, TAP is available for undergraduate study only.

**To receive each TAP payment:**

- You must have completed a specific number of credits in the previous TAP semester.
- You must have accumulated a specific number of credits toward your degree.
- You must maintain a specific minimum GPA (grade-point average).
- You must have declared a major by the time you complete 60 credits for TAP purposes only.
- Credits must be needed to meet degree requirements for the program in which you are enrolled.

There are three different requirement charts on this page. Students will be evaluated depending on when they received their first TAP/NYS Scholarship payment and whether or not they are in a remedial program.

**REPEATED COURSES**

Repeated courses in which you have already received a passing grade cannot be included in meeting the TAP full-time study requirements except in the following instances:

1. The course can be repeated and credit earned each time (such as physical education or certain language courses).
2. You have received a passing grade that is unacceptable in your particular curriculum.

**FIRST-TIME TAP RECIPIENTS 2010–11 AND LATER WHO ARE NON-REMEDIAL STUDENTS**

To receive payment number:	You must have completed* at least this many credits in the previous payment semester:	You must have accumulated this many credits toward your degree:	You must have a GPA of:
1	0	0	0
2	6	6	1.5
3	6	15	1.8
4	9	27	1.8
5	9	39	2.0
6	12	51	2.0
7	12	66	2.0
8	12	81	2.0
9	12	96	2.0
10	12	111	2.0

**FIRST-TIME TAP RECIPIENTS 2006–07, 2007–08, 2008–09, 2009–10, NON-REMEDIAL/REMEDIAL FIRST-TIME TAP RECIPIENTS 2010–11 AND LATER REMEDIAL STUDENTS**

To receive payment number:	You must have completed* at least this many credits in the previous payment semester:	You must have accumulated this many credits toward your degree:	You must have a GPA of:
1	0	0	0
2	6	3	1.1
3	6	9	1.2
4	9	21	1.3
5	9	33	2.0
6	12	45	2.0
7	12	60	2.0
8	12	75	2.0
9	12	90	2.0
10	12	105	2.0

**FIRST-TIME TAP RECIPIENTS PRIOR TO 2006–07, NON-REMEDIAL/REMEDIAL STUDENTS**

To receive payment number:	You must have completed* at least this many credits in the previous payment semester:	You must have accumulated this many credits toward your degree:	You must have a GPA of:
1	0	0	0
2	6	0	0
3	6	6	1.0
4	9	18	1.2
5	9	31	2.0
6	12	45	2.0
7	12	60	2.0
8	12	75	2.0
9	12	90	2.0
10	12	105	2.0

\*"Completed" is defined as anything other than a W, WU, WF, WA, or WN.

*Additional requirements:*

4. You must meet income eligibility limitations;
5. You must be charged a tuition of at least \$200 a year;
6. You must not be in default in the payment of a student loan;
7. You must have declared a major no later than within 21 days from the end of the add/drop period in the first term of your junior year (60 credits or above);
8. You must have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department;
9. You must have at least a cumulative *C* average after two annual payments;
10. You must be in good academic standing. See the Eligibility for TAP charts on page 33 for academic eligibility requirements.

## **WAIVERS**

### **Waiver of Academic Standards**

A one-time waiver of academic standards may be granted for extenuating or extraordinary circumstances beyond the student’s control, such as illness, etc., which cause the student to perform poorly academically.

### **Waiver of C Average Requirement**

A waiver of the *C* average requirement may be granted for extenuating or extraordinary circumstances beyond the student’s control, such as illness, etc., which cause the student to perform poorly academically.

Students may request a waiver application from the College Counseling and Resource Center (Frese Hall, 1st Floor). You will be required to provide a written explanation of your situation and how it contributed to your academic performance as well as provide documentation. If granted a waiver, you will be allowed to receive TAP for the waived semester only. You will be required to meet academic standards for future payments.

## **OTHER NEW YORK STATE PROGRAMS**

For information on the following scholarships and awards administered by HESC, see [www.hesc.ny.gov](http://www.hesc.ny.gov).

### **Veterans Tuition Awards**

Eligible students are those who are New York State residents discharged under honorable conditions from the U.S. armed forces and who are:

- Vietnam veterans who served in Indochina between February 28, 1961 and May 7, 1975.
- Persian Gulf veterans who served in the Persian Gulf on or after August 2, 1990.
- Afghanistan veterans who served in Afghanistan during hostilities on or after September 11, 2001.
- Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal, or Marine Corps Expeditionary Medal.

### **NYS Memorial Scholarship for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers**

### **NYS World Trade Center Memorial Scholarships**

### **Military Service Recognition Scholarships**

### **NYS Excelsior Scholarship**

### **NYS Math & Science Teaching Incentive Scholarships**

### **NYS Scholarships for Academic Excellence**

### **NYS Regents Awards for Children of Deceased and Disabled Veterans**

### **NYS Science, Technology, Engineering, and Mathematics (STEM) Incentive Program**

### **NYS Achievement and Investment Merit Scholarship (NY-AIMS)**

## **AID FOR PART-TIME STUDY (APTS)**

To be considered for an award, you must:

1. complete the HESC application at [www.hesc.ny.gov](http://www.hesc.ny.gov) and the CUNY Supplement Form located through your CUNYfirst account from the student self-service page;
2. be a U.S. citizen or eligible noncitizen and a legal New York State resident; undocumented students can also apply for state aid through the Dream ACT (for more information on the Dream ACT, go to [www.hesc.ny.gov/dream/](http://www.hesc.ny.gov/dream/));
3. not yet have received the maximum number of APTS/TAP awards;
4. be matriculated and enrolled for at least 3 but not more than 11.5 credits per semester;
5. have declared a major no later than within 21 days from the end of the add/drop period in the first term of your junior year (60 credits or above);
6. have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department;
7. be in good academic standing;
8. see that all credits that constitute half-time status for APTS for a given semester are applicable to the degree for which you are enrolled.

## **CITY UNIVERSITY SUPPLEMENTAL TUITION ASSISTANCE (CUSTA)**

To be eligible for CUSTA, you must be:

1. a legal resident of New York State for at least one year prior to entering college;
2. a high school graduate or recipient of a state-approved equivalency diploma;
3. enrolled in an undergraduate program at a CUNY senior or technical college;
4. enrolled on a full-time basis;
5. eligible for the maximum TAP award;
6. at least a fifth-semester TAP recipient, not have exhausted your TAP eligibility, and have a TAP reduction.

## THE PERCY E. SUTTON SEEK PROGRAM

To be eligible, a student must be:

1. a resident of New York State;
2. academically underprepared according to guidelines approved by the City University of New York;
3. economically qualified according to guidelines approved by the Board of Regents and the Director of the Budget;
4. an applicant for admission as an entering freshman.

## FEDERAL PROGRAMS

### Eligibility Requirements

To be eligible for the Federal Title IV student financial aid programs (FSEOG, Federal Pell, Federal Work-Study, Ford Federal Direct Loan, FPLUS, and Grad PLUS), you must:

1. complete a Free Application for Federal Student Aid (FAFSA);
2. be enrolled at least half time for all above programs except Pell;
3. be a matriculated student;
4. be a U.S. citizen or an eligible non-citizen;
5. show evidence of need;
6. not be in default of a federal student loan, or owe a repayment of a Federal Pell or FSEOG;
7. make satisfactory academic progress in your course of study.

### Title IV Academic Progress

In order for students to continue to receive federal financial aid (Title IV aid), they are required to complete their coursework in a timely fashion. To ensure that a student is making quantitative progress throughout the course of study, CUNY has established a minimum percentage of credits a student must successfully complete each academic year for the purpose of Title IV aid programs.

Students will be measured against these satisfactory academic progress standards at the end of the Spring term to determine eligibility for receipt of Title IV aid for the upcoming academic year.

## Undergraduate Students

In order to be making satisfactory academic progress toward a degree, for purposes of receipt of Title IV Federal Student Assistance, an undergraduate student must achieve at least the GPA required for probationary status at the institution; after two years of enrollment at the college, at least a C average, or its equivalent, or academic standing consistent with the requirements for graduation; and accumulate credits toward the degree according to the following standards:

- A. 150% Cap:** Students may not attempt more than 150% of the credits normally required for completion of the degree. (All students must meet this minimum standard.)
- B. Regular Standard:** If a student has attempted fewer than 150% of the total program credits, his or her accumulated (or earned) credits must be equal to or greater than two-thirds the cumulative credits attempted at the institution.
- C. Pace of Progression:** For baccalaureate programs, accumulated (or earned) credits must be equal to or greater than a certain percentage of the total credits attempted, according to the following:

Attempted Credits	15	30	45	60	75	90	105	120	135	150	165	180
Earned Credits	0	5	16	27	42	50	63	72	84	95	110	120

All undergraduate students (whether or not they are aid recipients) will be measured against each of the three Satisfactory Academic Progress (SAP) components at the end of the Spring term to determine eligibility for receipt of Title IV student financial assistance in the upcoming year.

### Appeal/Reinstatement

Undergraduate students who fall beneath the conditional undergraduate standard may file an appeal application through the College Counseling and Resource Center, located on the first floor of Frese Hall.

These appeals will be evaluated for mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, changes in academic program, and the reasonableness of the student's capability for improvement to meet the appropriate standard for the degree program in which the student is enrolled. A successful appeal would result in the granting of a one-year or one-semester probation period for the student to improve the academic record to meet the appropriate standard for the degree program in which the student is enrolled.

*Note:* Recipients of federal financial aid who withdraw completely from classes during any term may be required to return all or a portion of their federal aid received for that term.

### Federal Pell Grants

The Federal Pell Grant program is an entitlement program. You must meet the eligibility requirements for federal programs listed above. Financial need is determined by a formula developed by the U.S. Department of Education and reviewed annually by Congress.

Pell Grants are the foundation of federal student financial aid to which aid from other federal and nonfederal sources may be added. Federal grants are awarded to undergraduate students who haven't earned a bachelor's or graduate degree. Pell Grants are available at all CUNY colleges, but the college you plan to attend must be listed on your FAFSA. Almost all federal grants are awarded to students with financial need. The amount of your Federal Pell Grant depends on your cost of attendance, expected family contribution, enrollment status, and whether you attend school for a full academic year or less.

### Additional information:

- Students will be limited to a maximum of 12 terms of full-time Pell payments or its equivalent for part-time study.
- Pell is only for students pursuing their first undergraduate degree.

- You may not be in default on a previous federal student loan or owe the federal government a refund of previously received financial aid.
- You must be willing to verify the information you provide on the FAFSA.
- If you are male and between 18 and 25 years of age, you must be registered with Selective Service.
- You may not be convicted of possessing or selling illegal drugs while receiving financial aid.

### **Federal Supplemental Educational Opportunity Grants (FSEOG)**

To be eligible, you must have exceptional need and meet the federal eligibility requirements for federal programs listed above.

### **Federal Work–Study Program (FWSP)**

Students who are interested in applying for Federal Work-Study (FWS) for Fall 2020–Spring 2021 can do so by completing a 2020–2021 FAFSA and checking “yes” to the question: Are you interested in work study? File early; funds are limited. To be eligible, you must meet the federal eligibility requirements listed above.

The college must make employment reasonably available to all eligible students. In the event that more students are eligible than there are funds available, preference is given to students who have a greater financial need and who must earn a part of their educational expenses. All awarded students must be placed through the Office of Financial Aid Services and must follow placement instructions. The earlier placed, the better the choice of positions that will be available to students.

### **Awards**

The college arranges jobs on and off campus, with public or private nonprofit agencies (such as hospitals), for up to 20 hours per week during the academic year. The level of salary must be at least the minimum wage. Wages for undergraduate students are the same for all on-campus jobs; off-campus wages may vary. Satisfactory academic progress must be maintained, as well as satisfactory performance on the job.

### **Loans**

Unlike grants or work-study, loans are a form of financial aid that you must pay back at interest rates that are typically lower than the consumer rates—usually not until after your studies have been completed or you fail to be enrolled at least half-time. The amount of the loan you seek and commit to should be determined only after all available grant-aid has been applied for. Federal loans are available to matriculated students only. Some loans may be forgiven if the student works in a particular program or government job after graduation. For more information, visit <https://studentaid.gov>.

### **William D. Ford Direct Loan Program**

Federal direct loan programs consist of low-interest loans and are available to both undergraduate and graduate students. Each loan also carries a small origination fee. Details about current year interest rates and fees are available on the federal student aid website at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

### **Federal Direct Subsidized Loans**

Subsidized loan eligibility is based upon demonstrated financial need (filing the FAFSA), and the interest is subsidized (paid) by the federal government until you are enrolled less than half-time. The loan interest rate can vary (capped at 8.25 percent) and can be adjusted down annually by Congress. If you are a first-time borrower on or after July 1, 2013, there is a maximum period of time (measured in academic years) over which you may receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct PLUS Loans. Students will not be able to receive Direct Subsidized Loans for more than 150 percent of the published length of their program. This is called the “maximum eligibility period” and is determined by the published length of a student’s program. For example, if a student is enrolled in a four-year bachelor’s degree program, the maximum period for which he or she can receive Direct Subsidized Loans is six years (150 percent of four years). If a student receives Direct Subsidized Loans for one program and then changes to another program, the Direct Subsidized

Loans received for the earlier program will generally count toward the student’s new maximum eligibility period. For more information, visit <https://studentaid.gov>.

### **Federal Direct Unsubsidized Loans**

Interest accrues while the student is enrolled in school at least half-time, or interest payments can be made on a monthly basis. The loan interest rate may vary (capped at 8.25 percent), and can be adjusted annually by Congress. For more information, visit <https://studentaid.gov>.

### **Federal Direct Plus Loan Program**

Parents of dependent undergraduate students may borrow up to the cost of attendance minus any other financial aid resources under the plus program. Applicants for these loans are required to complete the free application for federal student aid (FAFSA). Loans may not exceed the cost of attendance less financial aid. Parents who have no adverse credit history as determined by the federal direct loan servicer may be eligible. There is no aggregate loan limit. Borrowers are charged an origination fee and an insurance fee, which are deducted from the loan proceeds before disbursement. For more information, visit <https://studentaid.gov>.

### **How Much Can I Borrow?**

If you are an undergraduate student, the maximum amount you can borrow annually in direct subsidized loans and direct unsubsidized loans ranges from \$5,500 to \$12,500 per year, depending on what year you are in school and your dependency status. Visit <https://studentaid.gov>.

*Aggregate Undergraduate Loan Limit.* For dependent students, the limit is \$31,000, and for independent students, it is \$57,500. No more than \$23,000 of either amount may be in subsidized loans.

*Federal Direct Loan Proration.* Federal regulations require that when a student is enrolled in a program that is one academic year or more in length, but is in a remaining period of study that is shorter than a full academic year, the loan must be prorated. Students who graduate in the summer session or fall semester will have their loans prorated.

### **Alternative Student Loans**

These loans are typically sought by nonmatriculated students, international students, students attending less than half-time, and students who have reached their federal aggregate or annual loan limits. Alternative loans are credit-based, private education loans facilitated by a nonfederal, third-party lender. Students interested in alternative loans may borrow up to the full cost of their education minus all other aid. However, alternative loans generally carry a significantly higher interest rate because they are based upon individual credit score.

### **Veterans Administration (VA) Educational Benefits**

Educational benefits are available through the Veterans Administration under the following programs:

#### **New (Post-9/11) G.I. Bill (Chapter 33)**

For veterans and service persons who served on active duty on or after September 11, 2001.

#### **Montgomery GI Bill (Chapter 30)**

Service persons who entered active duty between July 1, 1985 and the present.

#### **Vocational Rehabilitation (Chapter 31)**

Veterans who have at least a 10 percent disability as a result of active service.

#### **Veterans Contributory Benefits (VEAP) (Chapter 32)**

Veterans and service personnel who entered active duty after December 31, 1976, and who elected to make contributions from their military pay to participate in this education benefit program.

### **GI Bill**

Veterans who served more than 181 days between January 31, 1955 and January 1, 1977.

### **Dependents' Educational Assistance Benefits (Chapter 35)**

Spouses and children of veterans whose death or total, permanent disability was service connected.

### **Montgomery GI Bill—Selected Reserve Benefits (Title 10, Chapter 1606)**

For active duty members of the Selected Reserve (components include the Army Reserve, Naval Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard, and Air National Guard).

### **Reserve Educational Assistance Program (REAP) (Chapter 1607)**

For active members of the Selected Reserve called to active duty and members of the Individual Ready Reserve (Army IRR, Air Force IRR, Navy IRR, and Marine Corps IRR). These active members of the Selected Reserve must have served at least 90 consecutive days on active duty in response to a contingency operation declared by the president or Congress.

For more information regarding eligibility criteria for these programs and other assistance to veterans and their dependents, contact the Veterans Administration.

### **Federal Rules for the Treatment of Federal Student Aid Recipients Who Withdraw from School**

Requirements stipulate that when a student withdraws from all classes during a semester, the amount of Student Financial Aid (SFA) program assistance that a student has earned is determined on a prorated basis. If either the student or the college (on the student's behalf) received less assistance than the amount earned, the student or the college will be able to receive these additional funds. Students who have received more than they have earned must repay the excess funds.

If students complete 30% of the semester, they earn 30% of the aid they were originally scheduled to receive. Only when students have completed at least 60% of the semester will they have earned all the aid they are scheduled to receive.

*If you withdraw during the semester, you could owe the government a refund.* If you wish to return to school, you would not be eligible for any aid until you have repaid the government. If the Bursar is required to return a portion of the money the college received for your tuition, you will be billed for that amount. The college's financial aid policy considers individuals who withdraw unofficially from all classes as never having attended unless they can prove the dates they were in attendance. They will be required to repay all the aid they received. *Please see a financial aid advisor before withdrawing.*

## **QUEENS COLLEGE PROGRAMS**

### **Emergency Student Loan Funds**

Students may borrow small amounts to cover emergencies for a short time and pay no interest (loans are to be repaid within 30 days). Apply in person at the Office of Financial Aid Services. Approved loans usually may be obtained in two days.

### **Book Advance**

Students will be eligible for a book advance if their financial aid exceeds their tuition and fees.

# Curriculum

**A liberal arts and sciences college,** Queens College offers students the preparation for enriching their lives, enhancing their understanding of the world, thinking constructively and independently, and making creative contributions to their local community and to society.

## REQUIREMENTS FOR THE BA AND BS DEGREES\*

Degree requirements are as follows:

1. completion of at least 120 credits of college-level work approved by the college;
2. completion of the college's General Education requirements (see page 42);\*\*
3. a minimum of 45 credits in residence at Queens College during the student's undergraduate career, and at least 30 of the last 64 credits credited toward the degree taken at Queens or the CUNY Graduate Center;
4. a cumulative grade-point average of 2.0 or better based only on work done at Queens; and
5. completion of the requirements in the major area of concentration, as determined by the appropriate Queens College department or program. At least one-third of the credits in the concentration must

\*Students majoring in Elementary & Early Childhood Education should consult the department's section in this *Bulletin* for special curriculum requirements.

\*\*Transfer students with an AA or AS in liberal arts and sciences from a CUNY college are considered to have fulfilled the lower-level General Education requirements.

be taken in residence at Queens College, except when a departmental waiver is given. Some majors have additional residency requirements.

### The Bachelor of Business Administration

For specifics, see the Economics Department section in this *Bulletin* and consult a department advisor.

### The Bachelor of Fine Arts

For specifics, see the Art Department section in this *Bulletin* and consult a department advisor.

### The Bachelor of Music

For specifics, see the Aaron Copland School of Music section in this *Bulletin* and consult a School of Music advisor.

## REQUIREMENTS FOR THE SECOND BACCALAUREATE DEGREE

Queens College may award a baccalaureate degree to students who have already earned one.

1. The student must have completed a baccalaureate degree from an accredited U.S. college or university, or from a foreign institution of equivalent level, with a cumulative grade-point average of at least 2.0, and must satisfy the college's admission requirements.
2. The second baccalaureate degree will be in a field of study different from the major of the student's first degree.
3. The student must be accepted by the academic department or program of the second major, subject to

the recommendation of the dean of the division or school in which the new major is offered.

4. The student will complete at least 45 credits of coursework at Queens beyond those credits applied to the first degree.
5. The student must complete all requirements in the second major area of concentration as defined by the appropriate QC department or program. At least 20 credits of the major requirements must be taken at Queens. Departments may define more stringent residency requirements.
6. The student must achieve a grade-point average of at least 2.0 at the end of the first semester (or first 10 credits) to remain in the program; thereafter, the student must maintain a 2.0 average. Departments may define a more stringent grade-point average requirement.
7. Students who have earned a bachelor's degree from an institution that is accredited and recognized by a regional accrediting U.S. agency, who transfer to a CUNY baccalaureate college, will be deemed automatically to have fulfilled all the general education requirements.

### Academic Support Center

[www.qc.cuny.edu/asc](http://www.qc.cuny.edu/asc)

The Academic Support Center administers programs in academic skills development, provides tutoring services, and operates the Testing Center.

The Testing Center (Kiely Hall 232; 718-997-5680) administers the CUNY Assessment Tests in Reading, Writing, and Mathematics, and the Math Placement

Exam. All students are required to take the CUNY Assessment Tests prior to their first registration in the college, unless they have been certified in basic college-readiness skills by appropriate Scholastic Aptitude Test (SAT), ACT, or NY State Regents scores. All students are required to take the Math Placement Exam.

The Academic Support Center also coordinates the Academic Support Lab (Kiely Hall 131; 718-997-5677), which provides tutoring and other support services in reading, study skills, and a variety of academic courses. The Department of English administers the Writing Center (Kiely Hall 229; 718-997-5676), which provides tutoring support for writing courses, and the Department of Mathematics coordinates the Math Lab (Kiely Hall 331; 718-997-5859), which offers tutoring and other support services in mathematics.

These services are available to all students at the college. The Academic Support Center is located in Kiely Hall 227 (718-997-5670); its director is Dr. Howard Kleinmann.

### **College English as a Second Language (CESL)**

The CESL Program offers credit- and noncredit-bearing courses designed to meet the English-language needs of students with limited proficiency in English. Placement into CESL courses is based on performance on the CUNY Assessment Tests in Reading and Writing. Students must see the CESL director in Kiely Hall 227 (718-997-5670) before registering for any courses.

### **Learning Skills Requirements and College-Readiness Skills Requirements**

Pursuant to a 1999 CUNY Board of Trustees resolution, effective January 2000, Queens College stopped offering remedial courses and required students to pass all parts of the CUNY Assessment Test (Reading, Writing, and Mathematics) as a condition of enrolling and/or transferring into its baccalaureate degree programs. The following exemptions from this requirement exist:

- Students who have received an SAT verbal score of 480 or higher, a Critical Reading score of 480 or higher, an ACT English score of 20 or higher,

or a NY State English Regents score of 75 or higher are exempt from the CUNY Reading and Writing Assessment Tests.

- The following students are exempt from the CUNY Assessment Test in Mathematics: students who have received an SAT Math score of 500 or higher; students who have scored 530 or higher on the SAT Math Section (exam date of March 2016 or later); students who have received an ACT Math score of 21 or higher; students who have a NY State Common Core Regents score of 70 or higher in Algebra I or a score of 70 or higher in Geometry or a score of 65 or higher in Algebra 2; students who have received a NY State Regents score of 80 or higher in Integrated Algebra, Geometry, or Algebra 2/Trigonometry and successfully completed the Algebra 2/Trigonometry or higher-level course; and students who have received a score of 75 or higher in one of the following: Math A, Math B, Sequential II, or Sequential III. All students are required to take the College-Level Math (Math 6) Placement Exam.

The 1999 CUNY Board of Trustees resolution on remediation does not apply to SEEK students or to English as a Second Language (ESL) students who have satisfied the mathematics readiness requirement.

### **Support Services Prior to and after Admission**

The Academic Support Center offers immersion programs in Summer Sessions and in the January Winter Session to help students who have not passed one or more of the CUNY Assessment Tests. Students are retested at the end of the courses.

### **Testing**

The Academic Support Center's Testing Center is responsible for administering the CUNY Assessment Tests to all students who have applied for admission and are required to take the tests. In addition, the Testing Center administers retests to students in various courses and programs who need to pass these tests. Students with physical or learning disabilities that require special

accommodation are served through the following procedure:

1. Students make a request for special test accommodation to the Office of Special Services (Frese Hall 111). Medical and/or psychoeducational documentation is required.
2. Office of Special Services staff review the documentation and determine the appropriate accommodations, if any.
3. Students are then referred to the Testing Center (Kiely Hall 232) for an appointment. The Testing Center and the Office of Special Services work together to assure appropriate time, space, and personnel for testing.

## **ABOUT QUEENS COLLEGE'S DEGREE REQUIREMENTS**

### **College Writing Courses**

The basic sequence of writing courses for all students graduating from Queens College is College Writing 1 (ENGL 110), College Writing 2, and two additional courses designated as "writing intensive" (W). *Courses taken to fulfill the composition requirement may not be taken P/NC.* See page 44 for the list of courses that satisfy the College Writing 2 requirement, and page 53 for the courses that currently are designated as writing intensive.

For transfer students, the Director of First Year Writing can assess College Writing 1 and College Writing 2 equivalencies, and the Director of Writing at Queens shall have sole responsibility to authorize writing-intensive units for transferred courses. At most, one writing-intensive unit will be granted for any student, but only if the institution at which the course was taken has a writing-intensive program similar to that at Queens College and the course is specified in the institution's bulletin as writing intensive. *At least one writing-intensive unit must be taken in residence at Queens College.*

It is important that students pass ENGL 110 in their first year at Queens and before they begin taking advanced courses in any department of the college. A





student may not drop ENGL 110 (College Writing 1) without permission from the Undergraduate Scholastic Standards Committee, and will face dismissal if continued registration is not maintained.

ENGL 110 should be completed before entrance to the upper division of the college. Students entering as freshmen should complete the requirement within the first 60 credits. Students who have completed 60 credits but have not yet passed ENGL 110 will not be allowed to register for any other courses until they have completed the basic English requirement.

Similarly, students who are admitted with more than 60 credits and who have not completed the equivalent of ENGL 110, must do so within their first two semesters at Queens. Exceptions to these restrictions may be granted only by the Undergraduate Scholastic Standards Committee.

Non-degree undergraduate students on a temporary visa may be evaluated based on the TOEFL (Test of English as a Foreign Language) or other examinations. If their scores warrant admission to Queens College (a minimum of 500 on the TOEFL and at least 50 on each part), they will be tested and placed into CESL or other English courses based on their performance on the Reading and Writing portions of the Assessment Test.

### **Foreign Language Courses**

All baccalaureate students must meet the language requirement as described in the General Education requirements. Bachelor of Music students should see the Music School section in this *Bulletin* for their foreign language requirement.

Students who elect to satisfy their language requirement with a foreign language course should enroll in the most advanced course in a sequence of courses in a given language for which they are qualified by either placement or previous study. Normally, one year of study of a foreign language at the high school level is the equivalent of one semester of study at the college level. Students not certain of the appropriate course level should take the department placement examination and consult with an advisor in the language department in question.

It is the responsibility of students to find out from the appropriate department what level of foreign language they should register for and to obtain permission from the department chair if there is any doubt. Students may not receive credit for taking courses below the level of their competency as determined by the instructor or by the placement examination. If the instructor finds that a student is already competent at the level of instruction, this will be reported to the department chair, who will notify the Registrar to cancel credit for the course.

Neither blanket nor equivalent credit shall be granted for introductory courses in a foreign language from which a student has been exempted by examination.

## REGULATIONS ON LIBERAL ARTS CREDITS

The New York State Department of Education regulates which courses may be considered as being in the “liberal arts and sciences.” Three-quarters of the work for the Bachelor of Arts degree must be in the liberal arts and sciences. One-half of the work for the Bachelor of Science and one-quarter of the work for the Bachelor of Business Administration, Bachelor of Fine Arts, and Bachelor of Music must be in the liberal arts and sciences.

## Changes in Degree Requirements

Matriculated students are responsible for meeting degree requirements in force at the time of their matriculation. Changes to the structure of a major must be applied in such a way as to avoid increasing the number of credits required of students who have started taking courses required for the major. If general degree requirements are changed following matriculation, the student is given the option of satisfying the original requirements or new requirements. The above policy includes those undergraduate students who were matriculated, took a leave of absence (while in good standing), and then returned to the college.

Students who are dismissed for academic reasons may be subject to the new regulations, depending on how long after dismissal they return and such other factors as may be taken into account by the appropriate Scholastic Standards Committee.

The six-year graduation rate for students who entered Queens College as first-time full-time freshmen is 55 percent. Students should be aware that the graduation rate varies significantly based on individual preparedness.

## THE MAJOR

### Planning a Course of Study

A major is a concentration of study in a department or allied departments. It enables students to concentrate part of their energies on a particular field of learning so they can prepare for the kind of work they are interested in, and also prepare for any graduate training that may be necessary for further specialization. A *concentration form* should be filed in the student’s major department or program office, generally by the end of the sophomore year. By doing so, the student is assigned an advisor and is eligible for departmental services such as pre-registration. In addition, students must file a Declaration of Major form with the Office of the Registrar (Jefferson Hall, first floor). Further details on departmental and area studies majors can be found in this *Bulletin* and in handbooks available in department and program offices.

An interdisciplinary major (described under *Interdisciplinary and Special Studies*) cuts across academic disciplines and enables students to design a program of study for the major that is specially suited to their needs and interests.

Students follow the requirements for the major or minor that appear in the college’s *Bulletin* at the time of their matriculation. Alternatively, they have the option of following newer requirements in their entirety.

## THE MINOR

Some departments offer a minor—a program of 15 or more credits—that students can take to supplement their major or to pursue an area of interest. A minor concentration form must be filed with the department, and the minor will appear on the student’s transcript.

## Electives

Students may complete the remaining credits needed for their degree by taking courses in any department

they choose. Such courses are called electives and do not require faculty approval; however, depending on the course, students may need to have department permission or have taken prerequisite courses. Electives may be used to supplement the major (an English major may want to take a course in French or Italian literature) or to fulfill interest in a different area (an English major may be fascinated by mathematics and choose electives in that department). If professional requirements also must be met, as for secondary school teaching or medical school candidates, electives will provide the additional credits necessary.

## GRADUATION PROCEDURE

Candidates for degrees must declare their candidacy by filing a Graduation Application via Student Self Service within CUNYfirst in accordance with the following schedule. For February graduation, file on or before November 1; for June graduation, file on or before March 1; for September graduation, file on or before July 1.

There is, however, only one Commencement ceremony each year; it is held in late May or early June. The Events Office mails full particulars to each candidate in mid-April. (Students who will complete their degree requirements in September but wish to participate in the Spring Commencement ceremony are permitted to do so and should file their graduation applications on or before April 1.)

Candidates submit the graduation application via CUNYfirst. Navigate to *Self Service > Student Center* in the *Academics* section from the *Other Academic* drop-down box, select *Apply for Graduation*, and then click the *Go* icon. Candidates are encouraged to file their applications when they register for their last semester. A graduation application should be filed as long as there is a reasonable certainty that all degree requirements will be satisfied by the end of the semester preceding the graduation date. Graduation applications received after the above deadlines may not be processed. If the student does not graduate in the semester for which an application was filed, a new application must be filed for the following semester.

# General Education Requirements

The General Education requirements listed here are part of the degree requirements at Queens College. See page 38 for a complete list of degree requirements, and consult an advisor at the Academic Advising Center if anything is unclear. You can monitor your progress toward your degree at Queens College using an online tool called DegreeWorks. To access DegreeWorks, log into the CUNY Portal and click *CUNYfirst Student Advisement Degree Audit*.

## The Liberal Arts and Sciences

General Education at Queens College is an education in the liberal arts and sciences. This means that you'll take a set of courses that are meant to teach a range of perspectives and knowledge in many disciplines—history, philosophy, mathematics, environmental science, anthropology, and many others. These liberal arts and sciences courses offer you a taste of the many fields that you can study in college, and give you a chance to develop your intellectual and practical abilities across the disciplines.

Our goals for providing students an education in the liberal arts and sciences have endured since the college was founded in 1937, even as the courses and requirements have changed over the years. We believe that your college education will enable you to develop the tools necessary to succeed in our increasingly fast-paced and interconnected world, and we hope you develop a lifelong love of learning while you are here.

## Pathways at Queens College

Effective Fall 2013, entering freshmen and transfer students follow a liberal arts curriculum that fits the framework of the CUNY “Pathways” Initiative. The Pathways framework is common to all CUNY colleges, which guarantees that General Education requirements fulfilled at one CUNY college will carry over seamlessly if you choose to transfer to another CUNY college.

If you matriculated at Queens prior to Fall 2013, you may complete the General Education requirements that were in effect when you first enrolled, or you may opt-in to the CUNY Pathways framework instead. Consult an academic advisor to see which curriculum model is a better fit for you.

The Pathways framework has three parts: the Required Core, the Flexible Core, and the College Option. While the Required Core and Flexible Core requirements are common to all CUNY colleges, the College Option requirements vary from campus to campus. At Queens College, we call the Pathways College Option the College Core. Once you have matriculated at Queens College, all College Core courses must be completed in residency.

For transfer students, the number of courses required to complete the College Core varies based on several factors. Consult the box on page 43, visit the General Education website, or see an academic advisor to verify your individual requirements.

Courses that satisfy General Education requirements are indicated by Requirement Designations. A key to these designations appears on page 43.

## REQUIREMENTS

### I. Required Core (4 courses)

- College Writing 1: English 110 (EC1)
- College Writing 2 (EC2)
- Mathematical and Quantitative Reasoning (MQR)
- Life and Physical Sciences (LPS)

### II. Flexible Core (6 courses)

No more than two courses in any discipline or interdisciplinary field

- World Cultures and Global Issues (WCGI)
- U.S. Experience in Its Diversity (USED)
- Creative Expression (CE)
- Individual and Society (IS)
- Scientific World (SW)
- An additional Flexible Core course

### III. College Core (4 courses\*)

- Literature (LIT)
- Language (LANG)
- Science (SCI)
- One additional course selected from the following:
  - Flexible Core (*II, above*),
  - College Core (*III, above*),
  - Life and Physical Sciences (LPS), or a
  - Synthesis course (SYN)

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\*For transfer students, the number of credits required to complete the College Core, which corresponds to the Pathways “College Option,” varies based on several factors. Students should consult the box on page 43 and also see an academic advisor to verify their individual requirements.

## COLLEGE OPTION REQUIREMENTS FOR TRANSFER STUDENTS

The number of courses and credits required for the College Option at Queens College depends on how many of the institution(s) previously attended, the number of College Option credits completed (if any) before transfer, and the type of degree earned (if any).

### Transfer Students from a CUNY or non-CUNY Associate Program

Students with 30 or fewer transfer credits take 4 courses (12 credits):

- One Literature Course (LIT)
- One Language Course (LANG)
- One Science Course (SCI)
- One additional course selected from the following: Literature (LIT), Language (LANG), Science (SCI), Flexible Core, Life and Physical Sciences (LPS), or a Synthesis Course (SYN)

Students with 31 or more transfer credits take 3 courses (9 credits):

- One Literature Course (LIT)
- One Language Course (LANG)
- One Science Course (SCI)

Students with an Associate's Degree (AA, AS, AAS) take 2 courses (6 credits):

- One Literature Course (LIT)
- One Language Course (LANG)

### Transfer Students from a CUNY or non-CUNY Baccalaureate Program

Students from a non-CUNY Baccalaureate program or students with no College Option credits from a senior CUNY college take 4 courses (12 credits):

- One Literature Course (LIT)
- One Language Course (LANG)
- One Science Course (SCI)
- One additional course selected from the following: Literature (LIT), Language (LANG), Science (SCI), Flexible Core, Life and Physical Sciences (LPS), or a Synthesis Course (SYN)

Students with 3 credits of the College Option from another senior CUNY college take 3 courses (9 credits):

- One Literature Course (LIT)
- One Language Course (LANG)
- One Science Course (SCI)

Students with 6 credits of the College Option from another senior CUNY college take 2 courses (6 credits):

- One Literature Course (LIT)
- One Language Course (LANG)

Students with 9 credits of the College Option from another senior CUNY college take 1 course (3 credits):

- One Literature Course (LIT)

Students who have fully completed the College Option at another senior CUNY college do not need to take any additional College Option credits.

### Multiple Transfer Students

Students who began at a four-year baccalaureate program are required to complete 12 College Core credits. Any College Option courses taken in a baccalaureate program will count toward the College Core requirement at Queens College.

Students who began at a two-year associate program may have to complete 6, 9, or 12 College Core credits depending on their status when they first transferred from the associate program.

All multiple transfer students should speak with an advisor at the Academic Advising Center in Kiely Hall, Room 217.

### Residency Requirement

Once a student matriculates at Queens College, all remaining College Option courses and at least one of the two required writing-intensive (W) courses must be satisfied using courses taken at Queens College.

## Requirements Designation Key

CE	Creative Expression
EC1	English Composition 1
EC2	English Composition 2
IS	Individual and Society
LANG	Language
LIT	Literature
LPS	Life and Physical Sciences
MQR	Math and Quantitative Reasoning
SCI	Science
SW	Scientific World
SYN	Synthesis
USED	U.S. Experience in Its Diversity

# General Education Courses

## REQUIRED CORE\*

### College Writing I. (EC1)

ENGL 110. College Writing I. 3 hr.; 3 cr. (EC1)

### College Writing 2. (EC2)

BIOL 13. Writing in the Sciences. 3 hr.; 3 cr. (EC2)

CMLIT 100. Writing about World Literature. 3 hr.; 3 cr. (EC2)

DRAM 130. Writing about Performance. 3 hr.; 3 cr. (EC2)

ENGL 130. Writing about Literature in English. 3 hr.; 3 cr. (EC2)

EURO 120. Writing about European Lit & Culture. 3 hr.; 3 cr. (EC2)

HIST 190. Writing in History. 3 hr.; 3 cr. (EC2)

LIBR 170. Writing about Research: Fan Cultures. 3 hr.; 3 cr. (EC2)

MUSIC 121. Writing about Music. 3 hr.; 3 cr. (EC2)

MUSIC 122. Writing Musical Cultures. 3 hr.; 3 cr. (EC2)

SOC 190. Writing for Sociology. 3 hr.; 3 cr. (EC2)

URBST 120. Writing in Urban Studies. 3 hr.; 3 cr. (EC2)

\*If marked with an asterisk, both the lecture and lab portions must be completed to receive Gen Ed credit.

## Life and Physical Sciences (LPS)

ASTR 2. General Astronomy with Laboratory. 3 lec., 2 lab hr., 4 cr. (LPS)

ASTR 3. Introductory Astronomy. 3 hr.; 3 cr. (LPS)

BIOL 11. Introduction to College Biology. 6 hr.; 4 cr. (LPS)

BIOL 14. Introduction to Biology & Society. 3 hr.; 3 cr. (LPS)

BIOL 105. General Biology I. 6 hr.; 4 cr. (LPS)

BIOL 106. General Biology II. 6 hr.; 4 cr. (LPS)

CHEM 101.1. Basic Chemistry Lab. (LPS\*)

CHEM 101.3. Basic Chemistry. 3 hr.; 3 cr. (LPS\*)

CHEM 102.1. Basic Organic Chemistry Lab. (LPS\*)

CHEM 102.3. Basic Organic Chemistry. 3 hr.; 3 cr. (LPS\*)

CHEM 103.1. Basic Biochemistry Lab. (LPS\*)

CHEM 103.3. Basic Biochemistry. 3 hr.; 3 cr. (LPS\*)

CHEM 113.1. Intro Chem Tech. (LPS\*)

CHEM 113.4. General Chemistry I. 4 hr.; 4 cr. (LPS\*)

CHEM 114.1. Quantitative & Qualitative Analysis. (LPS\*)

CHEM 114.4. General Chemistry II. 4 hr.; 4 cr. (LPS\*)

CHEM 251.1. Organic Chemistry Lab I. (LPS\*)

CHEM 251.4. Organic Chemistry I. 4 hr.; 4 cr. (LPS\*)

ENSCI 99. A Practical Guide to Env. Choices. 1 lec. hr.; 2 lab. hr.; 3 cr. (LPS)

ENSCI 100. Our Planet in the 21st C. 6 hr.; 4 cr. (LPS)

FNES 101. The Science of Foods. 5 hr.; 3 cr. (LPS)

GEOL 99. Planet Earth: Res & Hazards 21st C. 3 hr.; 3 cr. (LPS)

GEOL 101. Physical Geology. 6 hr.; 4 cr. (LPS)

GEOL 102. Historical Geology. 6 hr.; 4 cr. (LPS)

PHYS 103. Physics for Computer Science. 6 hr.; 4 cr. (LPS)

PHYS 121.1. General Physics I Lab. 2 hr.; 1 cr. (LPS\*)

PHYS 121.4. General Physics I. 4 hr.; 4 cr. (LPS\*)

PHYS 122.1. General Physics II Lab. 2 hr.; 1 cr. (LPS\*)

PHYS 122.4. General Physics II. 4 hr.; 4 cr. (LPS\*)

PHYS 145.1. Principles of Physics I Lab. 2 hr.; 1 cr. (LPS\*)

PHYS 145.4. Principles of Physics I. 4 hr.; 4 cr. (LPS\*)

PHYS 146.1. Principles of Physics II Lab. 4 hr.; 4 cr. (LPS\*)

PHYS 146.4. Principles of Physics II. (LPS\*)

PHYS 204. Physics for Comp Sci II. 6 hr.; 4 cr. (LPS)

PSYCH 213W. Experimental Psychology. 6 hr.; 4 cr. (LPS)

PSYCH 252. Behav Anal in Animal Testing. 3 hr.; 3 cr. (LPS)

**Mathematics and Quantitative Reasoning (MQR)**

CSCI 12.	Understanding & Using Pers Comp. 4 hr.; 3 cr. (MQR)
CSCI 48.	Spreadsheet Programming. 4 hr.; 3 cr. (MQR)
CSCI 112.	Intro to Algor Prob Solv in Java. 4 hr.; 3 cr. (MQR)
CSCI 211.	Object-Oriented Prog in C++. 4 hr.; 3 cr. (MQR)
CSCI 212.	Object-Oriented Prog in Java. 4 hr.; 3 cr. (MQR)
MATH 110.	Intro to College Mathematics. 3 hr.; 3 cr. (MQR)
MATH 114.	Elem Probability and Statistics. 3 hr.; 3 cr. (MQR)
MATH 115.	College Algebra for Precalculus (MQR)
MATH 119.	Math for Elem Sch Teachers. 3 hr.; 3 cr. (MQR)
MATH 120.	Discrete Math for Comp Sci. 3 hr.; 3 cr. (MQR)
MATH 122.	Precalculus. 4 hr.; 4 cr. (MQR)
MATH 131.	Calculus w/Apps to the Soc Sci I. 3 hr.; 3 cr. (MQR)
MATH 141.	Calculus/Differentiation. 3 hr.; 3 cr. (MQR)
MATH 142.	Calculus/Integration. 3 hr.; 3 cr. (MQR)
MATH 143.	Calculus/Infinite Series. 3 hr.; 3 cr. (MQR)
MATH 151.	Calculus/Differentiation & Integration. 4 hr.; 4 cr. (MQR)
MATH 152.	Calculus/Integration & Infinite Series. 4 hr.; 4 cr. (MQR)
MATH 157.	Honors Calculus I. 4 hr.; 4 cr. (MQR)
MATH 158.	Honors Calculus II. 4 hr.; 4 cr. (MQR)
MATH 201.	Calculus. 4 hr.; 4 cr. (MQR)
MATH 202.	Advanced Calculus. 4 hr.; 4 cr. (MQR)

MATH 231.	Linear Algebra I. 4 hr.; 4 cr. (MQR)
MATH 237.	Honors Linear Algebra. 4 hr.; 4 cr. (MQR)
MATH 241.	Intro to Prob & Math Statistics. 3 hr.; 3 cr. (MQR)
PSYCH 107.	Statistical Methods. 4 hr.; 4 cr. (MQR)
SOC 205.	Social Statistics I. 6 hr.; 4 cr. (MQR)
SOC 206.	Intro to Social Statistics. 3 hr.; 3 cr. (MQR)

**FLEXIBLE CORE\*****Creative Expression (CE)**

ARTH 1.	Introduction to Art. 3 hr.; 3 cr. (CE)
ARTH 102.	History of Western Art II. 3 hr.; 3 cr. (CE)
ARTH 110.	Survey of Ancient Art. 3 hr.; 3 cr. (CE)
ARTH 113.	Survey of Modern Art. 3 hr.; 3 cr. (CE)
ARTH 114.	Survey of Asian Art. 3 hr.; 3 cr. (CE)
ARTH 220.	Renaissance & Modernity. 3 hr.; 3 cr. (CE)
ARTH 256.	Contemporary Art Practices. 3 hr.; 3 cr. (CE)
ARTH 258.	History of Photography. 3 hr.; 3 cr. (CE)
ARTS 333.	Introduction to Socially Engaged Art Practice (CE)
ARTS 388.	Becoming Insect. 3 hr.; 3 cr. (CE)
CMLIT 205.	Modern Poetry. 3 hr.; 3 cr. (CE)
CMLIT 215.	Topics in Modern Literature. 3 hr.; 3 cr. (CE)
DANCE 150.	Introduction to Dance. 3 hr.; 3 cr. (CE)
DRAM 100.	Intro to Acting. 3 hr.; 3 cr. (CE)
DRAM 111.	Intro to Theatre Design. 3 hr.; 3 cr. (CE)
ENGL 153W.	Intro to the Bible. 3 hr.; 3 cr. (CE)
ENGL 165W.	Intro to Poetry. 3 hr.; 3 cr. (CE)

\*If marked with an asterisk, both the lecture and lab portions must be completed to receive Gen Ed credit.

GRKMD 250.	Modern Greek Cinema. 3 hr.; 3 cr. (CE)
HNRS 125.	The Arts in NYC. 3 hr.; 3 cr. (CE)
MUSIC 1.	Intro to Music. 3 hr.; 3 cr. (CE)

**Individual and Society (IS)**

ACCT 261.	Business Law I. 3 hr.; 3 cr. (IS)
ANTH 104.	Language, Culture, and Society. 3 hr.; 3 cr. (IS)
ECON 100.	Economics and Society. 3 hr.; 3 cr. (IS)
ECON 101.	Introduction to Macroeconomics. 3 hr.; 3 cr. (IS)
ECON 102.	Introduction to Microeconomics. 3 hr.; 3 cr. (IS)
HIST 166.	History & Memory. 3 hr.; 3 cr. (IS)
HIST 255.	Transformation Mvmts in the Arab/Israel Con. 3 hr.; 3 cr. (IS)
HNRS 226.	The Shape & Future of NYC. 3 hr.; 3 cr. (IS)
HSS 200.	Social Sciences & Society. 3 hr.; 3 cr. (IS)
JOURN 100.	Beat the Press: Questioning the Media. 3 hr.; 3 cr. (IS)
LCD 104.	Language, Culture, and Society. 3 hr.; 3 cr. (IS)
MUSIC 247W.	Music History II: Music from 1650 to 1800. 3 hr.; 3 cr. (IS)
PHIL 101.	Introduction to Philosophy. 3 hr.; 3 cr. (IS)
PHIL 104.	Intro to Ethics. 3 hr.; 3 cr. (IS)
PHIL 116.	Intro to Philo of Religion. 3 hr.; 3 cr. (IS)
PSCI 101.	Intro to Political Sci. 3 hr.; 3 cr. (IS)
PSCI 105.	Political Theory. 3 hr.; 3 cr. (IS)
SEYS 120.	Critical Social Theory, Action Research, and Multiple Literacies in Education for Social Justice. 3 hr.; 3 cr. (IS)

SOC 101. General Intro to Socio. 3 hr.; 3 cr. (IS)  
 SOC 208. Social Problems. 3 hr.; 3 cr. (IS)  
 SOC 215. Sociology of Education. 3 hr.; 3 cr. (IS)  
 URBST 114. Sex and the City. 3 hr.; 3 cr. (IS)

### Scientific World (SW)

ANTH 102. Introduction to Human Ev. 3 hr.;  
 3 cr. (SW)  
 ANTH 103. Introduction to Archaeology. 3 hr.;  
 3 cr. (SW)  
 ASTR 1. General Astronomy. 3 hr.; 3 cr. (SW)  
 ASTR 2. General Astronomy with Laboratory.  
 3 lec., 2 lab hr., 4 cr. (LPS)  
 BIOL 11. Introduction to College Biology.  
 6 hr.; 4 cr. (SW)  
 BIOL 25. Biological Evolution. 3 hr.; 3 cr. (SW)  
 BIOL 105. General Biology I. 6 hr.; 4 cr. (SW)  
 BIOL 106. General Biology II. 6 hr.; 4 cr. (SW)  
 CHEM 101.1. Basic Chemistry Lab. (SW\*)  
 CHEM 101.3. Basic Chemistry. 3 hr.; 3 cr. (SW\*)  
 CHEM 102.1. Basic Organic Chemistry Lab (SW\*)  
 CHEM 102.3. Basic Organic Chemistry. 3 hr.; 3 cr.  
 (SW\*)  
 CHEM 103.1. Basic Biochemistry Lab (SW\*)  
 CHEM 103.3. Basic Biochemistry. 3 hr.; 3 cr. (SW\*)  
 CHEM 113.1. Intro Chem Tech. (SW\*)  
 CHEM 113.4. General Chemistry I. 4 hr.; 4 cr. (SW\*)  
 CHEM 114.1. Quantitative & Qualitative Analysis.  
 (SW\*)  
 CHEM 114.4. General Chemistry II. 4 hr.; 4 cr. (SW\*)  
 CHEM 163. Chemistry in Modern Society.  
 3 hr.; 3 cr. (SW)  
 CHEM 251.1. Organic Chemistry Lab I. (SW\*)  
 CHEM 251.4. Organic Chemistry I. 4 hr.; 4 cr. (SW\*)  
 CSCI 100. Information and Intelligence. 3 hr.;  
 3 cr. (SW)  
 CSCI 111. Intro to Algorithmic Problem Solving.  
 4 hr.; 3 cr. (SW)

ENSCI 100. Our Planet in the 21st C. 6 hr.; 4 cr.  
 (SW)  
 ENSCI 112. Our Changing Planet. 3 hr.; 3 cr. (SW)  
 FNES 101. The Science of Foods. 5 hr.; 3 cr. (SW)  
 FNES 163. General Nutrition. 3 hr.; 3 cr. (SW)  
 GEOL 9. Environmental Issues & Answers.  
 3 hr.; 3 cr. (SW)  
 GEOL 12. Natural Disasters (SW)  
 GEOL 16. Earthquakes, Volc & Cont. 3 hr.;  
 3 cr. (SW)  
 GEOL 25. Natural Resources & the Env. 3 hr.;  
 3 cr. (SW)  
 GEOL 77. Field Methods in Env Science. 3 hr.;  
 3 cr. (SW)  
 GEOL 101. Physical Geology. 6 hr.; 4 cr. (SW)  
 GEOL 102. Historical Geology. 6 hr.; 4 cr. (SW)  
 HNRS 225. Science and Tech in NYC. 3 hr.;  
 3 cr. (SW)  
 LCD 102. Analyzing Language. 3 hr.; 3 cr. (SW)  
 MNSCI 113. Contemp Issues in Science. 3 hr.;  
 3 cr. (SW)  
 PHIL 225. Philosophy of Natural Science. 3 hr.;  
 3 cr. (SW)  
 PHYS 3. The Physics of Musical Sound. 3 hr.;  
 3 cr. (SW)  
 PHYS 5. Physics and the Future. 3 hr.; 3 cr. (SW)  
 PHYS 103. Physics for Computer Science. 6 hr.;  
 4 cr. (SW)  
 PHYS 121.1. General Physics I Lab. 2 hr.; 1 cr. (SW\*)  
 PHYS 121.4. General Physics I. 4 hr.; 4 cr. (SW\*)  
 PHYS 122.1. General Physics II Lab. 2 hr.; 1 cr.  
 (SW\*)  
 PHYS 122.4. General Physics II. 4 hr.; 4 cr. (SW\*)  
 PHYS 122.4. General Physics II. 4 lec. and rec. hr.;  
 4 cr. (SW)  
 PHYS 145.1. Principles of Physics I Lab. 2 hr.;  
 1 cr. (SW\*)  
 PHYS 145.4. Principles of Physics I. 4 hr.; 4 cr.  
 (SW\*)  
 PHYS 146.1. Principles of Physics II Lab. 4 hr.;  
 4 cr. (SW\*)

PHYS 146.4. Principles of Physics II. (SW\*)  
 PHYS 204. Physics for Comp Sci II. 6 hr.;  
 4 cr. (SW)  
 PSYCH 101. Intro to Psychology. 4 hr.; 4 cr. (SW)  
 PSYCH 103. Pleasure and Pain. 3 hr.; 3 cr. (SW)  
 PSYCH 213W. Experimental Psychology. 6 hr.; 4 cr.  
 (SW)  
 SOC 212W. Sociological Analysis. 4 hr.; 4 cr. (SW)

### U.S. Experience in Its Diversity (USED)

AMST 110W. Introduction to American Society and  
 Culture (USED)  
 ENGL 152. Works of American Literature. 3 hr.;  
 3 cr. (USED)  
 ENGL 152W. Works of American Literature. 3 hr.;  
 3 cr. (USED)  
 HIST 103. American History 1607–1865. 3 hr.;  
 3 cr. (USED)  
 HIST 104. American History 1865–present.  
 3 hr.; 3 cr. (USED)  
 HIST 163. VT: Social and Cultural History:  
 United States. 3 hr.; 3 cr.  
 HNRS 126W. Peopling of NY. 3 hr.; 3 cr. (USED)  
 LCD 103. Multilingualism in the U.S. 3 hr.;  
 3 cr. (USED)  
 PSCI 100. American Politics & Government.  
 3 hr.; 3 cr. (USED)  
 PSCI 102. Political Controversies. 3 hr.; 3 cr.  
 (USED)  
 PSCI 210. American State & Local Gov. 3 hr.;  
 3 cr. (USED)  
 SOC 103. Sociology of American Life. 3 hr.;  
 3 cr. (USED)  
 SOC 211. Ethnic & Racial Relations. 3 hr.;  
 3 cr. (USED)  
 SOC 222. Social Welfare. 3 hr.; 3 cr. (USED)  
 URBST 101. Urban Poverty & Affluence. 3 hr.;  
 3 cr. (USED)  
 URBST 103. Urban Diversity. 3 hr.; 3 cr. (USED)  
 URBST 105. Power in the City. 3 hr.; 3 cr. (USED)

- URBST 107. Immigrant Communities in Queens (USED)  
 WGS 101W. Introduction to Women and Gender Studies. 3 hr.; 3 cr. (USED)

**World Cultures and Global Issues (WCGI)**

- ANTH 101. Introduction to Cultural Anthropology. 3 hr.; 3 cr. (WCGI)  
 CMLIT 101W. Great Books I. 3 hr.; 3 cr. (WCGI)  
 CMLIT 206. 20th C Lit of War. 3 hr.; 3 cr. (WCGI)  
 CMLIT 208. Lit & Society in North Africa. 3 hr.; 3 cr. (WCGI)  
 CMLIT 210. The Early Mod Atlantic World. 3 hr.; 3 cr. (WCGI)  
 CMLIT 225. Literature & Anthropology. 3 hr.; 3 cr. (WCGI)  
 CMLIT 229W. Women in Modern World Lit. 3 hr.; 3 cr. (WCGI)  
 CMLIT 230. African Literatures. 3 hr.; 3 cr. (WCGI)  
 CMLIT 231. African Literatures in World Context. 3 hr.; 3 cr. (WCGI)  
 CMLIT 242. Francophone Literature. 3 hr.; 3 cr. (WCGI)  
 DANCE 151. Dance & Culture: Dancing Values. 3 hr.; 3 cr. (WCGI)  
 DRAM 1. Intro to Drama & Theatre. 3 hr.; 3 cr. (WCGI)  
 EDUCN 105. Education in Global Times. 3 hr.; 3 cr. (WCGI)  
 ENGL 157. Great Works of Global Literatures in English. (WCGI)  
 FREN 45W. French Civilization. 3 hr.; 3 cr. (WCGI)  
 FREN 203. Intermediate French I. 3 hr.; 3 cr. (WCGI)  
 FREN 204. French Composition & Grammar I. 3 hr.; 3 cr. (WCGI)  
 FREN 205. French Composition & Grammar II. 3 hr.; 3 cr. (WCGI)

- FREN 223. Advanced Conversation & Phonetics. 3 hr.; 3 cr. (WCGI)  
 FREN 370. Topics in Francophone Lit. 3 hr.; 3 cr. (WCGI)  
 GERM 204. Intermediate German II. 3 hr.; 3 cr. (WCGI)  
 GERM 223. Conversation, Level I. 3 hr.; 3 cr. (WCGI)  
 GRKMD 203. Intermediate Modern Greek I. 3 hr.; 3 cr. (WCGI)  
 GRKMD 204. Intermediate Modern Greek II. 3 hr.; 3 cr. (WCGI)  
 GRKMD 223. Modern Greek Conversation. 3 hr.; 3 cr. (WCGI)  
 HIST 101. Modern Europe 1500–1815. 3 hr.; 3 cr. (WCGI)  
 HIST 102. Modern Europe 1815–present. 3 hr.; 3 cr. (WCGI)  
 HIST 160. Global History. 3 hr.; 3 cr. (WCGI)  
 ITAL 45W. Italian Civilization. 3 hr.; 3 cr. (WCGI)  
 ITAL 203. Intermediate Italian I. 3 hr.; 3 cr. (WCGI)  
 ITAL 204. Intermediate Italian II. 3 hr.; 3 cr. (WCGI)  
 KOR 305. Advanced Korean I (WCGI)  
 KOR 306. Advanced Korean II (WCGI)  
 MUSIC 246. Music History I: Music from 1200 to 1750. 3 hr.; 3 cr. (WCGI)  
 MUSIC 246W. Music History I: Music from 1200 to 1750. 3 hr.; 3 cr. (WCGI)  
 PORT 203. Intermediate Portuguese I  
 PSCI 103. Comparative Politics. 3 hr.; 3 cr. (WCGI)  
 PSCI 104. International Politics. 3 hr.; 3 cr. (WCGI)  
 SPAN 45W. Hispanic Civilization. 3 hr.; 3 cr. (WCGI)  
 SPAN 201. Spanish for Heritage Speakers III. 3 hr.; 3 cr. (WCGI)  
 SPAN 203. Intermediate Spanish I. 3 hr.; 3 cr. (WCGI)

- SPAN 204. Intermediate Spanish II. 3 hr.; 3 cr. (WCGI)  
 SPAN 221. Lang Wrkshp for Span Her Spkr. 3 hr.; 3 cr. (WCGI)  
 SPAN 222. Lang Wrkshp for Non-Span Her Spkr. 3 hr.; 3 cr. (WCGI)  
 SPAN 225. Composition (WCGI)  
 URBST 326. Cities and Diasporas. 3 hr.; 3 cr.

**COLLEGE CORE\***

**Language**

- ANTH 108. Introduction to Language. 3 hr.; 3 cr. (LANG)  
 ARAB 101. Elementary Arabic I. 4 hr.; 4 cr. (LANG)  
 ARAB 102. Elementary Arabic II. 4 hr.; 4 cr. (LANG)  
 ARAB 203. Intermediate Arabic I. 3 hr.; 3 cr. (LANG)  
 ARAB 204. Intermediate Arabic II. 3 hr.; 3 cr. (LANG)  
 ARAB 305. Advanced Arabic I 3 hr.; 3 cr. (LANG)  
 ARAB 306. Advanced Arabic II 3 hr.; 3 cr. (LANG)  
 ARAM 205. Aramaic for Readers of Hebrew. 3 hr.; 3 cr. (LANG)  
 CHIN 101. Elementary Chinese I. 4 hr.; 4 cr. (LANG)  
 CHIN 102. Elementary Chinese II. 4 hr.; 4 cr. (LANG)  
 CHIN 201. Intensive Chinese Read & Writ. 4 hr.; 4 cr. (LANG)  
 CHIN 203. Intermediate Chinese I. 3 hr.; 3 cr. (LANG)  
 CHIN 204. Intermediate Chinese II. 3 hr.; 3 cr. (LANG)  
 CHIN 210. Business Chinese I. 3 hr.; 3 cr. (LANG)

\*If marked with an asterisk, both the lecture and lab portions must be completed to receive Gen Ed credit.



CHIN 211.	Business Chinese II. 3 hr.; 3 cr. (LANG)	FREN 224.	Advanced French Grammar. 3 hr.; 3 cr. (LANG)	GERM 203.	Intermediate German I. 3 hr.; 3 cr. (LANG)
CHIN 250.	Intro to Classical Chinese I. 3 hr.; 3 cr. (LANG)	FREN 225.	French Composition & Grammar II. 3 hr.; 3 cr. (LANG)	GERM 204.	Intermediate German II. 3 hr.; 3 cr. (LANG)
CHIN 251.	Intro to Classical Chinese II. 3 hr.; 3 cr. (LANG)	FREN 228.	Advanced Literary Analysis. 3 hr.; 3 cr. (LANG)	GERM 223.	Conversation, Level I. 3 hr.; 3 cr. (LANG)
CHIN 311.	Advanced Modern Chinese (LANG)	FREN 231.	Skills & Art of Translation. 3 hr.; 3 cr. (LANG)	GERM 224.	Advanced Grammar, Level II. 3 hr.; 3 cr. (LANG)
CHIN 312.	Advanced Classical Chinese (LANG)	FREN 235.	Business French. 3 hr.; 3 cr. (LANG)	GERM 228.	Advanced Conv & Comp, Level II. 3 hr.; 3 cr. (LANG)
CHIN 314.	Chinese Grammar, Rhetoric, and Composition (LANG)	FREN 320.	VT: Topics in Early French Literature. 3 hr.; 3 cr. (LANG)	GERM 235.	German for Business. 3 hr.; 3 cr. (LANG)
CHIN 315.	Writing Modern Chinese (LANG)	FREN 340.	VT: Topics in Seventeenth Century French Literature. 3 hr.; 3 cr. (LANG)	GERM 236.	German Media of Today. 3 hr.; 3 cr. (LANG)
CHIN 317.	Introduction to Formal Chinese Linguistics (LANG)	FREN 345.	VT: Topics in Eighteenth Century French Literature. 3 hr.; 3 cr. (LANG)	GERM 321.	Early German Literature. 3 hr.; 3 cr. (LANG)
CHIN 318.	Introduction to Applied Chinese Linguistics (LANG)	FREN 350.	French Novel of the Nineteenth Century. 3 hr.; 3 cr. (LANG)	GERM 324.	German Enlightenment. 3 hr.; 3 cr. (LANG)
CHIN 320.	Chinese Drama (LANG)	FREN 360.	French and Francophone Novel since 1900. 3 hr.; 3 cr. (LANG)	GERM 325.	The Age of Goethe. 3 hr.; 3 cr. (LANG)
CHIN 330.	The Chinese Essay (LANG)	FREN 363.	French Poetry of the Nineteenth Century. 3 hr.; 3 cr. (LANG)	GERM 326.	Romanticism. 3 hr.; 3 cr. (LANG)
CHIN 340.	Readings from Chinese History (LANG)	FREN 367.	VT: Topics in French and Francophone Literature since 1900. 3 hr.; 3 cr. (LANG)	GERM 331.	The German Theatre: From Lessing to Heiner Müller. 3 hr.; 3 cr. (LANG)
CHIN 350.	Chinese Fiction (LANG)	FREN 370.	Topics in Francophone Lit. 3 hr.; 3 cr. (LANG)	GERM 333.	German Novels. 3 hr.; 3 cr. (LANG)
CHIN 358.	The Working of the Chinese Media (LANG)	FREN 375.	Contemporary French Literary Theory. 3 hr.; 3 cr. (LANG)	GERM 335.	German Poetry. 3 hr.; 3 cr. (LANG)
CHIN 360.	Traditional Chinese Literature (LANG)	FREN 380.	VT: Women's Writing in French. 3 hr.; 3 cr. (LANG)	GERM 350.	German Literature in the Industrial Age: From Buchner to Fontane. 3 hr.; 3 cr. (LANG)
CHIN 370.	Chinese Short Story (LANG)	FREN 385.	VT: Seminar. 3 hr.; 3 cr. (LANG)	GERM 360.	German Literature and Modernity: From Wedekind to the Present. 3 hr.; 3 cr. (LANG)
FREN 111.	Elementary French I. 4 hr.; 4 cr. (LANG)	GERM 109.	Intensive German I–II. 8 hr.; 8 cr. (LANG)	GREEK 251.	Elementary Ancient Greek I. 4 hr.; 4 cr. (LANG)
FREN 112.	Elementary French II. 4 hr.; 4 cr. (LANG)	GERM 110.	Intensive German III–IV. 6 hr.; 6 cr. (LANG)	GREEK 252.	Elementary Ancient Greek II. 4 hr.; 4 cr. (LANG)
FREN 203.	Intermediate French I. 3 hr.; 3 cr. (LANG)	GERM 111.	Elementary German I. 4 hr.; 4 cr. (LANG)	GREEK 351.	Euripides. (LANG)
FREN 204.	French Composition & Grammar I. 3 hr.; 3 cr. (LANG)	GERM 112.	Elementary German II. 4 hr.; 4 cr. (LANG)	GREEK 352.	Plato. (LANG)
FREN 205.	French Composition & Grammar II. 3 hr.; 3 cr. (LANG)			GREEK 357.	Homer. (LANG)
FREN 206.	Introduction to French Literature. 3 hr.; 3 cr.			GREEK 360.	Readings in Ancient Greek Literature. (LANG)
FREN 223.	Advanced Conv & Phonetics. 3 hr.; 3 cr. (LANG)				

GRKMD 111.	Elementary Modern Greek I. 4 hr.; 4 cr. (LANG)	HEBRW 352.	Modern Hebrew Literature - 1880 to 1948. (LANG)	ITAL 356.	Studies in Renaissance Literature II: Poetry. 3 hr.; 3 cr. (LANG)
GRKMD 112.	Elementary Modern Greek II. 4 hr.; 4 cr. (LANG)	HEBRW 356.	Modern Hebrew Literature - 1948 to present day. (LANG)	ITAL 357.	Studies in Renaissance Literature III: Prose. 3 hr.; 3 cr. (LANG)
GRKMD 203.	Intermediate Modern Greek I. 3 hr.; 3 cr. (LANG)	HEBRW 358.	Modern Hebrew Media in Israel. (LANG)	ITAL 361.	Studies in Modern Literature I: Theatre. 3 hr.; 3 cr. (LANG)
GRKMD 204.	Intermediate Modern Greek II. 3 hr.; 3 cr. (LANG)	HEBRW 361.	History of the Hebrew Language. (LANG)	ITAL 362.	Studies in Modern Literature II: Poetry. 3 hr.; 3 cr. (LANG)
GRKMD 223.	Modern Greek Conversation. 3 hr.; 3 cr. (LANG)	HEBRW 362.	Hebrew Root Studies. (LANG)	ITAL 364.	Studies in Modern Literature III: Prose. 3 hr.; 3 cr. (LANG)
GRKMD 228.	Advanced Grammar & Comp. 3 hr.; 3 cr. (LANG)	IRST 101.	Elementary Irish I. 3 hr.; 3 cr. (LANG)	ITAL 381.	Seminar. 3 hr.; 3 cr. (LANG)
GRKMD 231.	Modern Greek Translation. 3 hr.; 3 cr. (LANG)	IRST 102.	Elementary Irish II. 3 hr.; 3 cr. (LANG)	JPNS 101.	Elementary Japanese I. 4 hr.; 4 cr. (LANG)
GRKMD 305.	Modern Greek Literature I. 3 hr.; 3 cr. (LANG)	ITAL 111.	Elementary Italian I. 4 hr.; 4 cr. (LANG)	JPNS 102.	Elementary Japanese II. 4 hr.; 4 cr. (LANG)
GRKMD 306.	Modern Greek Literature II. 3 hr.; 3 cr. (LANG)	ITAL 112.	Elementary Italian II. 4 hr.; 4 cr. (LANG)	JPNS 203.	Intermediate Japanese I. 3 hr.; 3 cr. (LANG)
GRKMD 321.	Survey of Modern Greek Literature I: Eighteenth Century to 1880. 3 hr.; 3 cr. (LANG)	ITAL 203.	Intermediate Italian I. 3 hr.; 3 cr. (LANG)	JPNS 204.	Intermediate Japanese II. 3 hr.; 3 cr. (LANG)
GRKMD 322.	Survey of Modern Greek Literature II: 1880-1930. 3 hr.; 3 cr. (LANG)	ITAL 204.	Intermediate Italian II. 3 hr.; 3 cr. (LANG)	JPNS 211.	Classical Japanese I. 3 hr.; 3 cr. (LANG)
GRKMD 323.	Survey of Modern Greek Literature III: 1930 to Present. 3 hr.; 3 cr. (LANG)	ITAL 223.	Advanced Conversation. 3 hr.; 3 cr. (LANG)	JPNS 212.	Classical Japanese II. 3 hr.; 3 cr. (LANG)
GRKMD 330.	Early Modern Greek Literature: Fourteenth to Seventeenth Century. 3 hr.; 3 cr. (LANG)	ITAL 224.	Advanced Grammar. 3 hr.; 3 cr. (LANG)	JPNS 305.	Advanced Modern Japanese I. (LANG)
HEBRW 101	Elementary Hebrew 1 (LANG)	ITAL 228.	Advanced Composition. 3 hr.; 3 cr. (LANG)	JPNS 306.	Advanced Modern Japanese II. (LANG)
HEBRW 102	Elementary Hebrew II (LANG)	ITAL 231.	Skills & Art of Translation I. 3 hr.; 3 cr. (LANG)	JPNS 311.	Advanced Japanese Texts I. (LANG)
HEBRW 203	Intermediate Hebrew I (LANG)	ITAL 232.	Skills & Art of Translation II. 3 hr.; 3 cr. (LANG)	JPNS 312.	Advanced Japanese Texts II. (LANG)
HEBRW 204	Intermediate Hebrew II (LANG)	ITAL 235.	Commercial & Technical Ital. 3 hr.; 3 cr. (LANG)	JPNS 341.	Topics in Current Japanese Social Issues (LANG)
HEBRW 305	Advanced Modern Hebrew (LANG)	ITAL 329.	Textual Analysis. 3 hr.; 3 cr. (LANG)	KOR 101.	Elementary Korean I. 4 hr.; 4 cr. (LANG)
HEBRW 307	Classical Hebrew (LANG)	ITAL 336.	The Italian Language. 3 hr.; 3 cr. (LANG)	KOR 102.	Elementary Korean II. 4 hr.; 4 cr. (LANG)
HEBRW 311.	Hebrew Conversation. (LANG)	ITAL 345.	Studies in Medieval Literature I: Dante. 3 hr.; 3 cr. (LANG)	KOR 203.	Intermediate Korean I. 3 hr.; 3 cr. (LANG)
HEBRW 315.	Hebrew Writing Workshop. (LANG)	ITAL 346.	Studies in Medieval Literature II: Poetry. 3 hr.; 3 cr. (LANG)	KOR 204.	Intermediate Korean II. 3 hr.; 3 cr. (LANG)
HEBRW 317.	Skills and Art of Translation. (LANG)	ITAL 347.	Studies in Medieval Literature III: Prose. 3 hr.; 3 cr. (LANG)	KOR 305.	Advanced Korean I (LANG)
HEBRW 321.	Reading in the Hebrew Bible. (LANG)	ITAL 355.	Studies in Renaissance Literature I: Theatre. 3 hr.; 3 cr. (LANG)		

KOR 306.	Advanced Korean II (LANG)	SPAN 114.	Spanish for Heritage Sp I. 4 hr.; 4 cr. (LANG)	<b>Literature</b>	ACE 5W.	Great Works of Literature. 3 hr.; 3 cr. (LIT)
KOR 360.	Readings in Korean. (LANG)	SPAN 115.	Spanish for Heritage Sp II. 4 hr.; 4 cr. (LANG)		CLAS 150.	Greek & Latin Classics in Translation. 3 hr.; 3 cr. (LIT)
KOR 370.	Advanced Korean Through Film (LANG)	SPAN 201.	Spanish for Heritage Sp III. 3 hr.; 3 cr. (LANG)	CMLIT 101W.	Great Books I. 3 hr.; 3 cr. (LIT)	
LATIN 101.	Elementary Latin. 3 hr.; 3 cr. (LANG)	SPAN 203.	Intermediate Spanish I. 3 hr.; 3 cr. (LANG)	CMLIT 102W.	Global Literatures II. 3 hr.; 3 cr. (LIT)	
LATIN 102.	Intermediate Latin. 3 hr.; 3 cr. (LANG)	SPAN 204.	Intermediate Spanish II. 3 hr.; 3 cr. (LANG)	EAST 152.	Korean Literature in Translation (LIT)	
LATIN 203.	Roman Prose. 3 hr.; 3 cr. (LANG)	SPAN 215.	Spanish Conversation. 3 hr.; 3 cr. (LANG)	EAST 250.	Modern Chinese Fiction in Trans. 3 hr.; 3 cr. (LIT)	
LATIN 204.	Roman Poetry. 3 hr.; 3 cr. (LANG)	SPAN 221.	Lang Wrkshp for Spanish Heritage Speakers. 3 hr.; 3 cr. (LANG)	ENGL 151.	Works of English Literature. 3 hr.; 3 cr. (LIT)	
LATIN 315.	Latin Prose Composition. (LANG)	SPAN 222.	Lang Wrkshp for Non-Span Heritage Speakers. 3 hr.; 3 cr. (LANG)	ENGL 151W.	Works of English Literature. 3 hr.; 3 cr. (LIT)	
LATIN 360.	Readings in Latin Literature. (LANG)	SPAN 224.	Grammar. 3 hr.; 3 cr. (LANG)	ENGL 152.	Works of American Literature. 3 hr.; 3 cr. (LIT)	
LCD 101.	Introduction to Language. 3 hr.; 3 cr. (LANG)	SPAN 225.	Composition. 3 hr.; 3 cr. (LANG)	ENGL 152W.	Works of American Literature. 3 hr.; 3 cr. (LIT)	
LCD 102.	Analyzing Language. 3 hr.; 3 cr. (LANG)	SPAN 240.	Introduction to Hispanic Literary Studies. 3 hr.; 3 cr. (LANG)	ENGL 157.	Great Works of Global Literatures in English. (LIT)	
PORT 111.	Elementary Portuguese I. 4 hr.; 4 cr. (LANG)	SPAN 260.	Survey of Spanish Literature II. 3 hr.; 3 cr. (LANG)	ENGL 161.	Introduction to Narrative. 3 hr.; 3 cr. (LIT)	
PORT 112.	Elementary Portuguese II. 4 hr.; 4 cr. (LANG)	SPAN 290.	Survey of Spanish American Literature II. 3 hr.; 3 cr. (LANG)	ENGL 161W.	Introduction to Narrative. 3 hr.; 3 cr. (LIT)	
PORT 203.	Intermediate Portuguese I. 3 hr.; 3 cr. (LANG)	SPAN 310.	The Culture and Civilization of Spain. 3 hr.; 3 cr. (LANG)	ENGL 162.	Literature and Place. 3 hr.; 3 cr. (LIT)	
PORT 204.	Intermediate Portuguese II. 3 hr.; 3 cr. (LANG)	SPAN 312.	The Culture and Civilization of Latin America. 3 hr.; 3 cr. (LANG)	ENGL 162W.	Literature and Place. 3 hr.; 3 cr. (LIT)	
RUSS 111.	Elementary Russian I. 4 hr.; 4 cr. (LANG)	SPAN 390.	Hispanic Literature Seminar. 3 hr.; 3 cr. (LANG)	ENGL 165.	Introduction to Poetry. 3 hr.; 3 cr. (LIT)	
RUSS 112.	Elementary Russian II. 4 hr.; 4 cr. (LANG)	YIDD 101.	Elementary Yiddish I. 4 hr.; 4 cr. (LANG)	ENGL 165W.	Introduction to Poetry. 3 hr.; 3 cr. (LIT)	
RUSS 203.	Intermediate Russian I. 3 hr.; 3 cr. (LANG)	YIDD 102.	Elementary Yiddish II. 4 hr.; 4 cr. (LANG)	ENGL 251.	British Literature Survey I. 3 hr.; 3 cr. (LIT)	
RUSS 204.	Intermediate Russian II. 3 hr.; 3 cr. (LANG)	YIDD 203.	Intermediate Yiddish I. 3 hr.; 3 cr. (LANG)	ENGL 252.	British Literature Survey II. 3 hr.; 3 cr. (LIT)	
RUSS 214.	Intermediate Russian Conv. 3 hr.; 3 cr. (LANG)	YIDD 204.	Intermediate Yiddish II. 3 hr.; 3 cr. (LANG)	ENGL 253.	American Literature Survey I. 3 hr.; 3 cr. (LIT)	
RUSS 215.	Advanced Intermediate Russ I. 3 hr.; 3 cr. (LANG)	YIDD 210.	Intermediate Conv. Yiddish. 3 hr.; 3 cr. (LANG)	ENGL 254.	American Literature Survey II. 3 hr.; 3 cr. (LIT)	
RUSS 225.	Advanced Intermediate Russ II. 3 hr.; 3 cr. (LANG)			ENGL 255.	Global Literatures in English. 3 hr.; 3 cr. (LIT)	
SPAN 111.	Elementary Spanish I. 4 hr.; 4 cr. (LANG)			ENGL 311.	Literature of the Anglo-Saxon Period (LIT)	
SPAN 112.	Elementary Spanish II. 4 hr.; 4 cr. (LANG)					

ENGL 313.	The Arthurian Tradition (LIT)	ENGL 366.	Introduction to Irish Literature. (LIT)	MES 160.	Classical Islamic Lit & Civ. 3 hr.; 3 cr. (LIT)
ENGL 352.	The American Novel to 1918. (LIT)	ENGL 367.	Modern Irish Literature. (LIT)	PORT 41.	Global Portuguese Literature in Translation. 3 hr.; 3 cr. (LIT)
ENGL 358.	Nineteenth-Century American Transcendentalism. (LIT)	ENGL 368W.	Irish Writers. (LIT)	RUSS 155.	Keys to Russian Literature. 3 hr.; 3 cr. (LIT)
ENGL 350.	Topics in Early American Literature. (LIT)	ENGL 369.	Asian-American Literature (LIT)	RUSS 155W.	Keys to Russian Literature. 3 hr.; 3 cr. (LIT)
ENGL 359.	Regionalism, Realism, and Naturalism in American Literature. LIT)	ENGL 377.	Modern South Asian Literature. (LIT)	SPAN 41.	Hispanic Lits in Trans. 3 hr.; 3 cr. (LIT)
ENGL 312.	Medieval Literature, 1100-1500. (LIT)	ENGL 378.	Topics in Caribbean Literature. (LIT)	SPAN 51.	Hispanic-Jewish Lit in Trans. 3 hr.; 3 cr. (LIT)
ENGL 320.	Literature of the English Renaissance. (LIT)	ENGL 379.	Topics in Transnational/Postcolonial Literature. (LIT)	SPAN 53.	<i>Don Quixote</i> in Translation. 3 hr.; 3 cr. (LIT)
ENGL 321.	Literature of the Seventeenth Century. (LIT)	FREN 205.	French Composition & Grammar II. 3 hr.; 3 cr. (LIT)	SPAN 60.	Hispanic Lits in the US. 3 hr.; 3 cr. (LIT)
ENGL 322.	Literature of the Restoration and Eighteenth Century. (LIT)	FREN 41.	Masterpieces of French Literature in Translation. 3 hr.; 3 cr. (LIT)	SPAN 240.	Introduction to Hispanic Literary Studies (LIT)
ENGL 330.	Chaucer: The Early Works. (LIT)	FREN 41W.	Masterpieces of French Literature in Translation. 3 hr.; 3 cr. (LIT)	SPAN 280.	Survey of Spanish American Literature I (LIT)
ENGL 331.	Chaucer: The Canterbury Tales. (LIT)	FREN 370.	Topics in Francophone Literature. 3 hr.; 3 cr. (LIT)	SPAN 290.	Survey of Spanish American Literature II (LIT)
ENGL 332.	Shakespeare I. (LIT)	GERM 41.	Masterpieces of German Literature in Translation. 3 hr.; 3 cr. (LIT)		
ENGL 333.	Shakespeare II. (LIT)	GERM 41W.	Masterpieces of German Literature in Translation. 3 hr.; 3 cr. (LIT)	<b>Science</b>	
ENGL 334.	Milton. (LIT)	GRKMD 41.	Modern Greek Literature in Translation. 3 hr.; 3 cr. (LIT)	ANTH 102.	Introduction to Human Ev. 3 hr.; 3 cr. (SCI)
ENGL 344.	The English Novel I. (LIT)	GRKMD 41W.	Modern Greek Literature in Trans-lation. 3 hr.; 3 cr. (LIT)	ANTH 103.	Introduction to Archaeology. 3 hr.; 3 cr. (SCI)
ENGL 340.	English Drama from Its Beginnings to 1642. (LIT)	GRKMD 335.	Studies in Modern Greek Literature. 3 hr.; 3 cr. (LIT)	ASTR 1.	General Astronomy. 3 hr.; 3 cr. (SCI)
ENGL 349.	Colonial American Literature (LIT)	HEBRW 150.	Modern Hebrew Literature in Translation. 3 hr.; 3 cr. (LIT)	ASTR 2.	General Astronomy with Lab. 3 lec., 2 lab hr., 4 cr. (SCI)
ENGL 351.	Nineteenth-Century U.S. Literature (LIT)	HEBRW 190.	VT:Topics in Hebrew Culture, Art and Literature in Israel (LIT)	ASTR 3.	Introductory Astronomy. 3 hr.; 3 cr. (SCI)
ENGL 354.	African-American Literature I (1619- 1930) (LIT)	HIST 229.	Politics, Religion, & Literature in Early Modern England & Ireland. 3 hr.; 3 cr. (LIT)	BIOL 11.	Introduction to College Biology. 6 hr.; 4 cr. (SCI)
ENGL 355.	African-American Literature II (1930 to the Present). (LIT)	HTH 102.	Freshman Humanities Colloquium. 3 hr.; 3 cr. (LIT)	BIOL 14.	Introduction to Biology & Society. 3 hr.; 3 cr. (SCI)
ENGL 356.	Literature of the American Indians. (LIT)	ITAL 41.	Masterpieces of Italian Literature in Translation. 3 hr.; 3 cr. (LIT)	BIOL 22.	Intro to Human Physiology. 3 hr.; 3 cr. (SCI)
ENGL 360.	Topics in Latino/Latina Literature in English. (LIT)	ITAL 41W.	Masterpieces of Italian Literature in Translation. 3 hr.; 3 cr. (LIT)	BIOL 24.	Biology and Society. 3 hr.; 3 cr. (SCI)
ENGL 363.	Studies in Global Literatures in English. (LIT)				
ENGL 364.	Studies in African Drama, Film, and Literature. (LIT)				

BIOL 25.	Biological Evolution. 3 hr.; 3 cr. (SCI)	GEOL 16.	Earthquakes, Volc & Cont. 3 hr.; 3 cr. (SCI)	PHYS 146.1.	Principles of Physics II Lab. 4 hr.; 4 cr. (SCI*)
BIOL 34.	Genomics Res Experience I. 3 hr.; 3 cr. (SCI)	GEOL 25.	Natural Resources & the Env. 3 hr.; 3 cr. (SCI)	PHYS 146.4.	Principles of Physics II. (SCI*)
BIOL 35.	Genomics Res Experience II. 3 hr.; 3 cr. (SCI)	GEOL 77.	Field Methods in Env Science. 3 hr.; 3 cr. (SCI)	PHYS 204.	Physics for Comp Sci II. 6 hr.; 4 cr. (SCI)
BIOL 105.	General Biology I. 6 hr.; 4 cr. (SCI)	GEOL 99.	Planet Earth: Res & Hazards 21st C. 3 hr.; 3 cr. (SCI)	PSYCH 101.	Intro to Psychology. 4 hr.; 4 cr. (SCI)
BIOL 106.	General Biology II. 6 hr.; 4 cr. (SCI)	GEOL 101.	Physical Geology. 6 hr.; 4 cr. (SCI)	PSYCH 103.	Pleasure and Pain. 3 hr.; 3 cr. (SCI)
CHEM 16.3.	Chemistry in Modern Society. 3 hr.; 3 cr. (SCI)	GEOL 102.	Historical Geology. 6 hr.; 4 cr. (SCI)	PSYCH 213W.	Experimental Psychology. 6 hr.; 4 cr. (SCI)
CHEM 101.1.	Basic Chemistry Lab. (SCI*)	HNRS 225.	Science and Tech in NYC. 3 hr.; 3 cr. (SCI)	PSYCH 252.	Behav Ana in Animal Testing. 3 hr.; 3 cr. (SCI)
CHEM 101.3.	Basic Chemistry. 3 hr.; 3 cr. (SCI*)	LCD 102.	Analyzing Language. 3 hr.; 3 cr. (SCI)	SOC 212W.	Sociological Analysis. 3 hr.; 3 cr. (SCI)
CHEM 102.1.	Basic Organic Chemistry Lab. (SCI*)	MNSCI 113.	Contemp Issues in Science. 3 hr.; 3 cr. (SCI)	<b>Synthesis</b>	
CHEM 102.3.	Basic Organic Chemistry. 3 hr.; 3 cr. (SCI*)	PHIL 225.	Philosophy of Natural Science. 3 hr.; 3 cr. (SCI)	ANTH 288.	Voices of New York. 3 hr.; 3 cr. (SYN)
CHEM 103.1.	Basic Biochemistry Lab. (SCI*)	PHYS 1.1.	Conceptual Physics. 2 hr.; 1 cr. (SCI*)	ANTH 354.	Time. 3 hr.; 3 cr. (SYN)
CHEM 103.3.	Basic Biochemistry. 3 hr.; 3 cr. (SCI*)	PHYS 1.4.	Conceptual Physics Lab. 4 hr.; 4 cr. (SCI*)	ANTH 364.	Anthropological Genomics. 4 hr.; 4 cr. (SYN)
CHEM 113.1.	Intro Chem Tech. (SCI*)	PHYS 3.	The Physics of Musical Sound. 3 hr.; 3 cr. (SCI)	ANTH 375.	The Human-Primate Interface. 3 hr.; 3 cr. (SYN)
CHEM 113.4.	General Chemistry I. 4 hr.; 4 cr. (SCI*)	PHYS 5.	Physics and the Future. 3 hr.; 3 cr. (SCI)	BIOL 352.	Anthropological Genomics. 4 hr.; 4 cr. (SYN)
CHEM 114.1.	Quantitative & Qualitative Analysis. (SCI*)	PHYS 7.	Physics of Sound. 3 hr.; 3 cr. (SCI)	DANCE 381.	Collaborative Workshop in Drama and Theatre. 3 hr.; 3 cr. (SYN)
CHEM 114.4.	General Chemistry II. 4 hr.; 4 cr. (SCI*)	PHYS 103.	Physics for Computer Science. 6 hr.; 4 cr. (SCI)	DRAM 302.	Dramatizing Science. 3 hr.; 3 cr. (SYN)
CHEM 251.1.	Organic Chemistry Lab I. (SCI*)	PHYS 121.1.	General Physics I Lab. 2 hr.; 1 cr. (SCI*)	LCD 288.	Voices of New York. 3 hr.; 3 cr. (SYN)
CHEM 251.4.	Organic Chemistry I. 4 hr.; 4 cr. (SCI*)	PHYS 121.4.	General Physics I. 4 hr.; 4 cr. (SCI*)	MUSIC 377.	Musical Form and Analysis. 3 hr.; 3 cr. (SYN)
ENSCI 99.	A Practical Guide to Env Choices. 3 hr.; 3 cr. (SCI)	PHYS 122.1.	General Physics II Lab. 2 hr.; 1 cr. (SCI*)		
ENSCI 100.	Our Planet in the 21st C. 6 hr.; 4 cr. (SCI)	PHYS 122.4.	General Physics II. 4 hr.; 4 cr. (SCI*)		
ENSCI 112.	Our Changing Planet. 3 hr.; 3 cr. (SCI)	PHYS 145.1.	Principles of Physics I Lab. 2 hr.; 1 cr. (SCI*)		
FNES 101.	The Science of Foods. 5 hr.; 3 cr. (SCI)	PHYS 145.4.	Principles of Physics I. 4 hr.; 4 cr. (SCI*)		
FNES 163.	General Nutrition. 3 hr.; 3 cr. (SCI)				
GEOL 8.	Oceanography. 3 hr.; 3 cr. (SCI)				
GEOL 9.	Environmental Issues & Answers. 3 hr.; 3 cr. (SCI)				
GEOL 11.	Meteorology. 3 hr.; 3 cr. (SCI)				
GEOL 12.	Natural Disasters. 3 hr.; 3 cr. (SCI)				

## WRITING-INTENSIVE COURSES

These courses are writing intensive (W) and carry one W unit. Some courses are always writing intensive, while others may have sections that are writing intensive. Departments may also offer add-on courses, numbered

134 (Tutorial) or 135 (Workshop), that earn one W unit.

*Note:* ENGL 110 is a prerequisite for any W-designated course. The following courses are W-designated whenever they are offered:

ACCT 393W  
AMST 134W, 135W, 300W  
ANTH 134W, 135W, 246W, 290W, 361W  
ARTH 254W, 256W  
BALA 103W, 302W  
BASS 1112W, 1381W  
BIOL 345W  
BUS 160W, 341W, 392W  
CHEM 379W  
CMAL 101W  
CMLIT 135W, 220W, 221W  
DANCE 350W, 351W  
DRAM 344W  
EAST 130W  
ECON 134W, 135W  
ENGL 120W, 134W, 135W, 140W, 150W, 161W, 165W,  
200W, 201W, 210W, 211W, 301W, 303W, 368W, 391W,  
399W  
ENSCI 373W  
FNES 161W, 228W, 307W  
GEOL 313W, 239W, 328W  
GRKMD 41  
HEBRW 250W  
HIST 134W, 135W, 200W, 392W, 395W  
HNRS 126W, 135W, 350W  
JOURN 101W, 200W  
LCD 134W, 135W, 144W  
MATH 213W  
MEDST 300W, 343W

MES 255W  
ORTST 140W  
PHIL 135W, 383W  
PHYS 220W, 320W, 395W, 396W  
PSCI 135W, 292W, 295W, 296W, 381W–384W, 386W,  
387W, 1143W  
PSYCH 213W  
SEYS 201W, 381W  
SOC 135W, 212W  
URBST 134W, 135W, 221W, 340W, 360W, 390W  
WLDST 134W, 135W  
WGS 201W, 390W

### The following courses may have W-designated sections:

ACCT 362  
AFST 201, 232, 234, 300  
AMST 110  
ANTH 208, 215, 231, 239, 242, 276  
ARTH 320  
BASS 1211, 2651, 3711  
BUS 383, 391  
CLAS 250, 300.3  
CMAL 102, 220  
CMLIT 101, 102, 215, 229, 334, 381–384  
EAST 255  
ECON 219, 223, 228, 230, 383, 390–392, 1241, 1242, 1252  
ENGL 151–157, 165, 170, 327, 395  
EURO 101, 201–203, 250, 301  
FREN 41, 45, 250  
GEOL 213  
GERM 41, 45, 250  
GRKMD 100  
HIST 101–106, 216, 217, 265, 266, 271, 276, 370, 390, 391,  
1132  
ITAL 41, 45, 250  
JPNS 255  
LABST 101, 1141, 1251, 1253  
LCD 206  
MATH 114, 385

MEDST 320, 321, 322, 325, 326, 330, 341, 342, 344, 345,  
346, 350, 352, 353, 355, 357, 359, 360, 364, 381  
MUSIC 246, 247, 346, 347  
PHIL 101, 104, 116, 270, 272  
RUSS 150, 155, 244  
SEYS 363  
SOC 381, 1144  
SPAN 53, 2498  
URBST 113, 205, 211, 220, 239, 245, 254, 265, 310, 330,  
371, 1134, 1142, 1261–1263, 1272, 2434  
WGS 101, 210

## DEGREE AND CERTIFICATE PROGRAMS

On pages 54–55 are the officially registered undergraduate degree programs currently offered at Queens College, together with their HEGIS and New York State Education Department registration codes. Students are advised that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. Most QC undergraduate programs are designed to be completed in 120 credits for students who are fully prepared to begin college study. Programs are listed with the range in the number of credits required for fully prepared students and for those students requiring additional coursework to complete their degrees. Students who change their major during their undergraduate career may also need more than 120 credits in order to graduate.

<b>EDUC. PROGRAM</b>	<b>DEGREE (WITH ACADEMIC PLAN CODE)</b>	<b>MINIMUM CREDITS</b>	<b>HEGIS CODE</b>	<b>STATE CODE</b>
Accounting	BA (ACCT-BA)	120–128	0502	02701
Actuarial Studies	BBA (ACTST-BBA)	120	0512	27980
Africana Studies	BA <sup>1</sup> (AFST-BA)	120	0305	26461
American Studies	BA (AMST-BA)	120	0313	02695
Anthropology	BA <sup>1</sup> (ANTH-BA)	120	2202	26459
Applied Social Science	BS (BASS-BS)	120	2299	21878
Art (also see Studio Art)	BA <sup>2</sup>	120–131	0831	26445
Art History	BA (ARTH-BA)	120	1003	02727
Biology	BA <sup>1</sup> (BIOL-BA)	120–144	0401	26453
	BA/MA (BIOL-BAMA)		0401	37475
Byzantine and Modern Greek Studies	BA (GRKST-BA)	120	0399	84212
Chemistry	BA <sup>1</sup> (CHEM-BA)	120–131	1905	26454
	BA/MA (CHEM-BAMA)		1905	02798
Chinese	BA (CHIN-BA)	120	1107	32949
Classics	BA (CLAS-BA)	120	1504	32950
Communication Sciences and Disorders	BA (CMSCI-BA)	120	1220	77457
Comparative Literature	BA (CMLIT-BA)	120	1503	02766
Computer Science	BA (CSCI-BA)	120–122	0701	02706
	BS (CSCI-BS)		0701	93111
	BA/MA (CSCI-BAMA)		0701	19797
Design	BFA (ARTD-BFA)	120	1009	29049
Drama and Theatre	BA (DRAM-BA)	120	1007	77742
East Asian Studies	BA (EAST-BA)	120	0302	02691
Economics	BA <sup>1</sup> (ECON-BA)	120	2204	26458
Elementary and Early Childhood Education	BA (EECE-BA)	120–153	0802	26419
English	BA <sup>1</sup> (ENGL-BA)	120	1501	26451
Environmental Sciences: Biology	BA (ENSCIB-BA)	120	0401	21978
	BS (ENSCIB-BS)		0401	21979
Environmental Sciences: Chemistry	BA (ENSCIC-BA)	120	1905	21976
	BS (ENSCIC-BS)		1905	21977
Environmental Sciences: Geology	BA (ENSCIG-BA)	120	1914	21974
	BS (ENSCIG-BS)		1914	21975
Environmental Studies	BA (ENSTD-BA)	120	0420	21980
Family and Consumer Sciences	BA (FNES-BA)	120	1301	02759
	BA <sup>2</sup> (FNES-BA)	120	1301	26470
Film Studies	BA (FLMST-BA)	120	1010	81206
Finance	BBA (FINAN-BBA)	120	0504	27978
French	BA <sup>1</sup> (FREN-BA)	120	1102	26464
Geology	BA <sup>1</sup> (GEOL-BA)	120–137	1914	26456
	BS (GEOL-BS)		1914	82333
German	BA <sup>1</sup> (GERM-BA)	120	1103	26465
Graphic Design	BS (ARTGD-BS)	120	1009	29049
Greek (Ancient)	BA (ANGRK-BA)	120	1110	02754
Hebrew	BA (HEBRW-BA)	120	1111	02755

EDUC. PROGRAM	DEGREE (WITH ACADEMIC PLAN CODE)	MINIMUM CREDITS	HEGIS CODE	STATE CODE
History	BA <sup>1</sup> (HIST-BA)	120	2205	26457
	BA/MA (HIST-BAMA)		2205	36531
Interdisciplinary Major	BA (INDSP-BA)	120	4901	02822
International Business	BBA (INTLB-BA)	120	0513	27979
Italian	BA <sup>1</sup> (ITAL-BA)	120	1104	26466
Jewish Studies	BA (JEWST-BA)	120	0309	85304
Labor Studies	BA (LABST-BA)	120	0516	85416
Latin	BA (LATIN-BA)	120	1109	26467
Latin American & Latino Studies	BA <sup>1</sup> (LAASST-BA)	120	0308	26462
Linguistics	BA (LING-BA)	120	1505	02768
Linguistics: TESOL	BA <sup>2</sup> (TESOL-BA)	120	1505	26443
Mathematics	BA <sup>1</sup> (MATH-BA)	120	1701	26452
Media Studies	BA (MEDST-BA)	120	0601	02702
Middle Eastern Studies	BA	120	0309	34684
Music	BA (MUSIC-BA)	120–127	1004	02732
	BA/MA (MUSIC-BAMA)		1004	02733
	BA <sup>2, 3</sup> (MUSICED-BA)	122–147	0832	26469
	BMus (077MUSIC-BMUS)	120–151	0832	02729
Neuroscience & Biology	BA (NRSCIB-BA)	120	0425	30040
Neuroscience & Psychology	BA (NRSCIP-BA)	120	2001	30041
Nutrition and Dietetics	BS	120–130	1306	35763
Nutrition and Exercise Sciences	BS (NEXSCI-BS)	120	1299.30	22283
Philosophy	BA (PHIL-BA)	120	1509	02775
	BA/MA (PHIL-BAMA)		1509	02772
Physical Education	BS <sup>2</sup> (PHYSED-BS)	120–133	0835	26413
Physics	BA <sup>1</sup> (PHYS-BA)	120–121	1902	02789
	BS (PHYS-BS)			28701
	BA/MA (PHYS-BAMA)		1902	02787
Political Science and Government	BA <sup>1</sup> (PSCI-BA)	120	2207	02817
Psychology	BA (PSYCH-BS)	120	2001	02805
Religious Studies	BA (RELST-BA)	120	1510	92256
Russian	BA (RUSS-BA)	120	1106	02751
Sociology	BA <sup>1</sup> (SOC-BA)	120	2208	26460
Spanish	BA <sup>1</sup> (SPAN-BA)	120	1105	26468
Studio Art	BA (ARTS-BA)	120–138	1002	02725
	BFA (ARTS-BFA)			82209
Theatre-Dance	BA (DANCE-BA)	120	1099	02734
Urban Studies	BA <sup>1</sup> (URBST-BA)	120	2214	26463
	BA/MA (URBST-BAMA)		2214	36256
Women's Studies	BA (WOMST-BA)	120	2299	91059

<sup>1</sup>Includes BA for Secondary School Teaching. <sup>2</sup>K–12 Teacher. <sup>3</sup>Requirements for this degree are under revision; contact the School of Music for details.





# Scholarships, Honors & Awards

**The college** recognizes its outstanding students in a variety of ways: placement on the Dean's List, induction into honorary societies, and the granting of general college honors and departmental honors, as well as college-wide awards and scholarships to graduating seniors. College-wide awards are presented and honors status is conferred at the annual Baccalaureate Convocation for graduating seniors.

## **College Committee on Honors and Awards**

The college's Committee on Honors and Awards of the Academic Senate selects the recipients of college-wide honors and awards, and recommends to the Senate criteria for graduation with honors as well as criteria for other college-wide honors and awards. It evaluates all proposals for new college-wide awards involving academic excellence, and works to stimulate recognition and appreciation of high academic achievement.

## **College-wide Awards**

The committee presents awards to outstanding graduating students at the Baccalaureate Convocation. Faculty may nominate students for the awards, and the committee reviews records of all candidates for graduation with high grade-point averages. In making its selection, the committee considers such factors as outstanding achievement in one or more fields of study, high grade-point average, and breadth of courses taken as well as evidence of originality, creativity, and promise of future contributions to society. Some of the awards have special criteria, such as admission to

graduate and professional schools, and contributions to the college and community. No one may apply directly for these awards.

The college-wide awards are listed below.

**The Paul Klapper Scholarship** is provided annually by the staff of Queens College and other friends in memory of the college's first president to encourage scholarly accomplishment, moral and intellectual integrity, and good citizenship. This award is made to a graduating senior who plans to go on to graduate work.

## **Queens College Retirees Association**

**Scholarships** are presented annually to graduating seniors who have maintained high academic standards, have shown promise of contributing to the quality of life in New York City, and have plans for continued education. These scholarships include:

### **The Queens College Retirees Association**

**Scholarship.** Established in 1984, it is named each year after a retired faculty or staff member who has contributed significantly to the mission of the Retirees Association.

### **The Wilbur E. Gilman Scholarship of the Queens College Retirees Association**

### **The Charlotte and Howard A. Knag Scholarship of the Queens College Retirees Association**

### **The Mardel Ogilvie Scholarship of the Queens College Retirees Association**

### **The Lucile Lindberg Scholarship of the Queens College Retirees Association**

### **Queens College Retirees Association—Nancy Meltzer Scholarship**

**The Molly Weinstein Award** is presented annually to two or three graduating seniors who have a superior record of scholarship and intend to pursue a career in college teaching.

**The Salman Hamdani Memorial Award** is presented to a graduating senior who has maintained high standards in scholarship and character and has been accepted to medical school. The award is provided by the family of Salman Hamdani, a June 2000 graduate of the college who was a chemistry major and pre-med student. As a New York State Certified Paramedic, ambulance driver, and New York Police Academy cadet, he made the ultimate sacrifice while rescuing victims from the North Tower at the World Trade Center on 9/11.

### **The William E. Marames Memorial Scholarship**

is presented annually to a graduating senior who has achieved academic excellence and who will be attending Fordham Law School.

**The A. Joseph Geist Law Fellowship** is offered annually by the A. Joseph and Cecile A. Geist Foundation, Inc., to be used for tuition by a pre-law student who has been accepted for admission to an

accredited law school, has maintained high standards in scholarship and character, and has contributed to the best interests of the college.

**The Helen T. Hendricks Scholarship** is presented annually to a graduating student who has maintained high standards in scholarship, made an outstanding and valuable contribution of service to others in the Queens College community and/or in the community at large (particularly to minority students on campus), and been accepted to a professional school. The award is made by a group of alumni to acknowledge the contribution made to their educational experience by Helen T. Hendricks, a member of the college staff.

**The Jeffrey Vigliarolo Memorial Scholarship** is awarded to a graduating student of high scholastic achievement who plans to attend law school after graduation. It is funded through the Jeffrey Vigliarolo Scholarship Fund established by the family and friends of Jeffrey, a member of the class of 1981.

**The Marc and Zoe Belth Memorial Award** is presented to a graduating senior who has demonstrated academic excellence and who plans to attend graduate school to pursue studies in some aspect of analysis of thought or cognition, such as philosophy, psychology, linguistics, or education. Professor Belth, a professor of education, was especially interested in the nature of the process of thinking.

**The Alumni Association of Queens College Award** is presented annually to a graduating senior who has maintained an outstanding academic record, has contributed to the best interests of the college, and has been accepted for graduate study at Queens College.

**The Jeffrey B. Berman Memorial Award** is presented annually to a graduating senior who has made significant contributions to the needs and interests of students with disabilities on campus, or who has demonstrated academic achievement while meeting the challenges imposed by experiences with disability.

**The Saul Weprin Memorial Scholarship in the Public Interest** is awarded to a graduating senior who has demonstrated a commitment to public service or community service. Recipients are selected on the basis of their academic excellence and evidence of a strong commitment to and interest in pursuing a career in the public interest. This scholarship has been established at Queens College by the National Speakers Conference and Mrs. Saul Weprin in memory of Saul Weprin, former speaker of the New York State Assembly.

**The Herbert and June Bienstock Memorial Scholarship** is awarded in memory of a beloved member of the Queens College community who dedicated his life to justice for working people and equal access and opportunity for all people, in all aspects of American life. To honor Prof. Bienstock's commitment to equal access and opportunity, a scholarship is awarded annually to a graduating senior who has demonstrated a commitment both to academic excellence and to fostering a campus of equal access and opportunity for all members of the community.

**The Queens College Women's Club Awards** recognize graduating seniors who complete the baccalaureate degree with academic excellence.

**The Judge Charles S. Colden Award** is presented to a graduating senior who has maintained a high standard in scholarship and character and has generally contributed to the best interests of the college.

**The Harvard Sitkoff Civil Rights Award** is presented annually to a graduating senior who has maintained high academic standards and exhibited a special interest in furthering the cause of civil rights.

**The Chaney-Goodman-Schwerner Award** is offered annually to a graduating senior who has made a significant contribution toward fostering human relations and eliminating the divisions that separate peoples.

**The Donald E. Kirkpatrick Award** is given annually to a graduating senior of outstanding academic achievement whose activities have been in the best interests of the college and its goals.

**The Roarers Memorial Award** was established by the Roarers Fraternity in memory of departed members. It is presented annually to a graduating senior who has maintained a good academic record and made an outstanding contribution to the college through community service.

**The Creativity Award** recognizes a graduating senior who has demonstrated both scholarly excellence and extraordinary achievement in intellectual innovation or artistic expression in a chosen field of study that is not limited to the major discipline. Such achievement will be evidenced in performance, material or conceptual invention, or literary form.

**The Joe and Carol Brostek Scholarship** is presented annually to graduating seniors who are planning to pursue graduate studies and have demonstrated academic excellence while serving in campus leadership positions that have benefited Queens College.

**The Michael Wreszin Prize** is for a graduating senior whose social activism on and off campus in the cause of economic and social justice, civil rights, and peace best exemplifies the values to which Professor Michael Wreszin devoted his life.

**The Joan Thornton McManus Memorial Prize for Academic Excellence** is made annually to a student with the highest grade-point average upon completion of the baccalaureate degree. To be eligible, a student must have completed at least 112 credit hours of quality point-bearing grades at Queens College.

**The David Syrett Scholarship** is given to a graduating senior with an outstanding academic record who plans to attend a PhD program in history, philosophy, or economics, preferably at an American university.

**The E. Richard Covert Memorial Scholarship** is given to a graduating student who has demonstrated strong academic and leadership skills as well as a commitment to engaging students, faculty, and staff in creating and sustaining an environment that supports quality student life. This scholarship was established in honor of Dr. E. Richard Covert, who served as dean of students for ten years and who touched the lives of countless QC students during his nearly three decades as a member of the faculty and administration.

**OFFICE OF HONORS AND SCHOLARSHIPS**  
**Honors Hall 16; 718-997-5502; fax 718-997-5498**  
**email: qc\_honors@qc.cuny.edu**  
**www.qc.cuny.edu/academics/honors/scholarships**  
**Hours: 9 am–5 pm**

The Office of Honors & Scholarships administers the Queens College Scholars Program; these are scholarships awarded to entering students through the Office of Undergraduate Admissions. The National Fellowships Advisor of the office is the college's representative for major national scholarship competitions. Either the National Fellowships Advisor or a member of the Honors and Scholarships staff is available to discuss these scholarship opportunities with students, and also to work with students interested in applying for such awards. In addition, the Office of

Honors and Scholarships oversees a number of college-based scholarships for which Queens College students may apply. A sampling of major national scholarships appears below

### **QUEENS COLLEGE SCHOLARSHIPS**

Each year the Queens College Scholars program offers a variety of scholarships to incoming Fall freshmen and transfers with strong academic credentials. These scholarships are supported by gifts to the college from foundations and alumni. Applications are handled by the Undergraduate Admissions Office in Jefferson Hall.

### **Internal Scholarships**

Queens College offers many internal scholarships, ranging from book awards to half- or full-tuition scholarships. Each semester the Office of Honors & Scholarships reviews student applications for such awards. The eligibility criteria vary from academic excellence to major or career emphasis. The criteria are sufficiently broad to encompass the vast majority of the college's student population. Students are encouraged to apply for these awards by completing the Internal Scholarship application found on the Honors & Scholarships' website.

### **NATIONAL SCHOLARSHIPS**

The following are examples of national scholarships for which students may apply.

**Ford Foundation Predoctoral Fellowships for Minorities** identifies individuals of demonstrated ability and provides them with opportunities to engage in advanced study leading to the PhD or ScD degree and to inspire others to follow an academic career in teaching and research. Applicants must be U.S. citizens or nationals. They also must be in one of the following groups: Alaskan Natives, Black/African Americans, Mexican Americans/Chicanos, Native American Indians, Native Pacific Islanders (Polynesian or Micronesian), or Puerto Ricans. Students who are

at or near the beginning of their graduate study or who are enrolled in or planning to enroll in a research-based PhD or ScD program are eligible.

**Fulbright Scholarships** support one year of graduate research and/or study abroad in selected countries. Students design their own individualized projects or programs of study. Applicants must be U.S. citizens and hold a BA degree or the equivalent before the beginning date of the grant.

**Barry M. Goldwater Scholarship and Excellence in Education Program** is an undergraduate scholarship program created to encourage outstanding students to pursue careers in mathematics, the natural sciences, and engineering disciplines. Applicants must be in the upper quarter of their class and be U.S. citizens, resident aliens, or U.S. nationals.

**The Beinecke Brothers Memorial Scholarship** is a highly competitive award intended "to provide substantial scholarships for the graduate education of young men and women of exceptional promise. The program seeks to encourage and enable highly motivated students ... to be courageous in the selection of a graduate course of study in the arts, humanities and social sciences."

**British Marshall Scholarships** support two years of study for a degree in a university in the United Kingdom. Applicants must be U.S. citizens and hold a bachelor's degree; they must also have a minimum required GPA of 3.7 (or A-). The Marshall selectors are seeking candidates "of high ability and wide interests who plan to take up careers not only in higher education but in commerce and industry, the arts and professions, and public life generally."



**National Science Foundation Fellowships** are awarded each year to students intending to pursue research-based MA or PhD degrees in mathematics, physical and life sciences, behavioral and social sciences, computer and information science, engineering, or the history and philosophy of science. All applicants must be U.S. citizens, U.S. nationals, or permanent residents. The GRE general test and subject test are required.

**Rhodes Scholarships** support two to three years of study at the University of Oxford (England). Applicants must be U.S. citizens, hold a bachelor's degree, and be between 18 and 24 years of age on October 1 of the year of application. Candidates have traditionally been selected based on their intellectual distinction, leadership ability, community involvement, and "the energy to use their talents to the full."

**Harry S. Truman Scholarships** are awarded each year to college juniors who wish financial support to attend graduate or professional school in preparation for careers in government, the nonprofit sector, or elsewhere in public service. Successful applicants must have extensive records of public service, a commitment to a career in public service, outstanding leadership potential, and intellectual strength and analytical abilities. The scholarship provides \$3,000 of support during the senior year and \$27,000 for graduate studies. Nominees must be studying full-time, be in the upper quarter of their class, and be U.S. citizens or nationals.

The U.S. Department of State's **Benjamin A. Gilman International Scholarship** aims to diversify the study abroad experience. The program supports students with financial need and funds study abroad opportunities of varying lengths to accommodate a range of students' schedules.

All these are highly competitive scholarships. Students are encouraged to visit the Office of Honors & Scholarships to obtain more information on these

scholarships as well as other opportunities that support graduate and undergraduate studies.

### **HEADED FOR GRADUATE OR PROFESSIONAL SCHOOL?**

Here's some advice from CUNY students who are ahead of you on the road. These students are not only going to graduate school; they're going there with major national scholarships: Fulbrights, Marshalls, Mellons, Ford Foundation, and National Science Foundation. These CUNY students succeeded at the national level. You can, too. Start work now!

Student award winners say:

- **Take charge.** Take responsibility for your career. Make it your top priority. Create the opportunities you need to build a strong portfolio. Aggressively seek information on scholarships, schools, and professions.
- **Distinguish yourself.** Every scholarship and graduate school applicant has a high GPA and good GRE scores. You must stand out in order to succeed. Building a strong portfolio documenting your interests and abilities is crucial to your success. Your portfolio will include letters of recommendation and a personal statement. Sometimes it also includes a writing sample. Start building your portfolio now.
- **Build your portfolio.** Do independent studies. Work as a research assistant. Find internships. Get into positions of responsibility in activities and organizations connected with your career interests and goals. Get involved.
- **Build relationships.** Only people who know your work well can write the strong, detailed letters of recommendation that are absolutely necessary for your success. Independent studies, internships, and assistantships are all ways to build professional relationships. There are other ways. Find them.

■ **Be organized.** Make yourself aware of scholarship and school application deadlines. Gather application materials. Make a calendar of deadlines for yourself. Get recommendation forms to professors early, and follow up with phone calls.

■ **Write your personal statement early.** Application deadlines may be as early as October. Many people should read and critique your personal statement. You may also need time to tailor the statement to more than one graduate school or scholarship program. Your personal statement consists of two parts: a concise statement of who you are and a clear, detailed plan of the research you wish to do while in graduate school. It is a marketing document in which you show the school or foundation why you are worthy of their financial support. For major national scholarships, you may be asking for \$30,000 a year. You must demonstrate that you deserve it.

### **Who Can Help?**

At Queens College:  
Office of Honors & Scholarships  
718-997-5502; qc\_honors@qc.cuny.edu.

# Academic Policies & Procedures

**Rules governing grades,** credits, retention standards, attendance, leaves, and conduct are among the major topics covered in this section. Since no compendium can anticipate and answer all questions, students should consult with the offices of the Registrar, Vice President for Student Affairs, Counseling Center, Academic Advising Center, or Office of Student Advocacy and Appeals, as appropriate, for information on any topic not covered here.

The Office of Student Advocacy and Appeals is charged with reviewing and acting upon students' appeals for waivers of the college's academic policies and procedures. Students can get information on all types of academic appeals at [www.qc.cuny.edu/Academics/AcademicSenate/USSC/Pages/Default.aspx](http://www.qc.cuny.edu/Academics/AcademicSenate/USSC/Pages/Default.aspx).

## **Student Number**

The college will set a CUNY Student ID number for each student as he or she registers for a CUNYfirst account. The process for obtaining a Student ID number can be found at [www.qc.cuny.edu/cunyfirst](http://www.qc.cuny.edu/cunyfirst).

## **Placement Examinations**

All newly accepted freshmen are evaluated using Regents exams, SAT scores, or appropriate writing, reading, and math placement examinations (called CUNY Assessment Tests). The results of these evaluations determine the courses a student must take to fulfill the college's primary college competencies.

## **Advanced Placement**

Eligibility for advanced placement is determined by individual academic departments based on the student's performance on the Advanced Placement Tests given by the College Entrance Examination Board. Students who have taken an Advanced Placement Test should have the results forwarded to the Admissions Office.

## **Credit by External Examination**

Students may receive college credit for examinations conducted by the New York State Department of Education and by the College Entrance Examination Board—College Level Examination Program (CLEP, subject-area exams only). Students should obtain approval to take such examinations from the appropriate department chair. They may receive either credit for specific courses or elective credit within the department. Information about these examination programs is available in the Admissions Office.

## **Transcripts**

Transcripts of academic records are issued only upon the authorization of the student. Such a request may be submitted through the college's website. There is a charge of \$9 for each request (no charge for transcripts sent to other CUNY units). The fee may be paid online when placing your order. More information can be found at [www.qc.cuny.edu/transcripts](http://www.qc.cuny.edu/transcripts).

Transcripts are normally processed in three business days after the request is received. The process may take longer during peak periods at the beginning and end of a semester.

We are unable to either email or fax transcripts to other institutions.

## **Courses at Other CUNY Institutions (e-Permit)**

The "e-Permit" allows Queens College students to file an online request to take a course at another CUNY college. To access the e-Permit, log into your CUNYfirst account, where the e-Permit application can be completed via Self-Service. Use the drop-down option under the Academics section to find the e-Permit link.

A Queens College student wishing to take a course at a non-CUNY institution and transfer those credits to Queens must first obtain a non-CUNY permit application by going to either [www.qc.cuny.edu/registrar](http://www.qc.cuny.edu/registrar) or [www.qc.cuny.edu/onestop](http://www.qc.cuny.edu/onestop) and clicking "Forms." Hard-copy applications can be obtained by visiting the Office of the Registrar or the One Stop Service Center (OSSC). This form must be completed, signed, and returned before the student registers for the course.

This requirement also includes courses taken during Summer and Winter Sessions. Permits are authorized by the permit approver in the department of the chosen course(s) and administered by the permit officer located in the Office of the Registrar. To meet both CUNY e-Permit and non-CUNY permit requirements, an applicant must:

- be a degree (matriculated) student with a cumulative GPA of at least 2.00;
- be at least in his or her second semester of matriculation;

- be currently attending Queens College or have been on a permit the preceding semester; and
- have successfully completed at least six credits at Queens College.

Undergraduate first-year students coded into the student groups for Macaulay Honors, CUNY BA, and ROTC programs may take e-Permit courses in their first semester and throughout their college careers; other undergraduate students may start taking e-Permit courses in their second semester and may continue thereafter.

All undergraduate new and continuing students may take ROTC courses on e-Permit at any point in their undergraduate careers.

A department permit approver may reject the authorization of a permit if, in his or her judgment, it is appropriate to do so.

### Study Abroad

**King Hall 203; 718-997-5050**

**[www.qc.cuny.edu/StudyAbroad](http://www.qc.cuny.edu/StudyAbroad)**

Consistent with our commitment to educating students to be global citizens, Queens College offers many opportunities for study abroad at partner universities in Africa, Australia, Asia, Central and South America, and Europe. Students may choose from short-term, semester, and year-long programs of international study.

As part of our National Student Exchange, we also offer opportunities for study at more than 200 universities in the United States and Canada, providing an affordable alternative to overseas study. Finally, every semester we welcome national and international exchange students from our partner universities. For more information, visit the Study Abroad website at [www.qc.cuny.edu/StudyAbroad](http://www.qc.cuny.edu/StudyAbroad).

### Registration

Updated registration information can be obtained from the Registrar's Office and is also available on the Registrar's website: [www.qc.cuny.edu/registrar](http://www.qc.cuny.edu/registrar).

### Course and Faculty Evaluation

Every semester students complete a Course and Faculty Evaluation Form in each class taken. Their responses are summarized online and can be found at <http://courses.qc.cuny.edu>. This provides information on course requirements and students' reactions to classes and instructors. These evaluations are the only way the college can learn how students feel about their classes and instructors.

### The Dean's List

The Dean's List is established each semester in accordance with standards set by the college. Criteria are as follows:

- *Undergraduate degree students registered for 12 or more credits a semester.* The Dean's List will be promulgated at the end of each Fall and Spring semester. (It is not promulgated for work taken during Summer Sessions.) To be named to the Dean's List, a student must have an average of 3.5 in 12 credits of quality grades (A+ through F, WF, and WU) in that semester. Grades of INC, P, NC, W, and Z will be ignored if the basic requirement of 12 credits of quality grades is met. *All* quality grades will be included in the computation. The credits considered will be those on the student's record of registration at the end of the third week of the semester. The determination of eligibility will be made only at the time semester grades are posted. It will not be re-determined and awarded retroactively because of grade changes.
- *Undergraduate degree students registered for fewer than 12 credits in the Fall and Spring semesters of the same academic year.* The Dean's List will be promulgated in June on work completed in both semesters, September through June. In order to be named to the Dean's List, a student must have an average of 3.5 in a minimum of 12 credits of quality grades (A+ through F, WF, and WU) during the academic year. Grades of INC, P, NC, W, and Z will be ignored if the basic requirement of 12 credits of quality grades is met. *All* quality grades will be included in the computation. The credits considered

will be those on the student's record of registration at the end of the third week of the semester. The determination of eligibility will be made at the time Spring grades are posted. It will not be re-determined and awarded retroactively because of grade changes.

A notation will be made on the grade report sent to the student at the time of determination of eligibility and on the grade label posted on the student's permanent record. This notation will indicate whether the determination was made on the basis of full- or part-time attendance.

### General College Honors

General college honors—*summa cum laude*, *magna cum laude*, and *cum laude*—are conferred on graduating seniors who meet standards approved by the Academic Senate. Students who have taken at least 45 credits with letter grades (A, B, C, D, F) at Queens College may be given honors if their grade-point average—on the basis of work done only at Queens College—meets the requirements as well as their cumulative grade-point average, which includes work done at previous institutions. The cumulative academic averages required for honors degrees are 3.9 for *summa cum laude*, 3.75 for *magna cum laude*, and 3.5 for *cum laude*.

### Departmental Honors

Departmental honors are conferred each year on those members of the graduating class who meet standards set by each department. For more information, visit the major department/program office(s) with which you are affiliated.

### CREDITS AND CREDIT LOAD

**Equated credits or billable credits** are the number of *contact hours* in compensatory and developmental courses, regardless of the number of credits given for these courses. The number of equated credits will exceed the number of degree credits in compensatory and developmental courses. All hours of noncredit courses are considered as equated or billable credits. For details, contact the respective department or program.



Matriculated students in good standing may register for the following maximum number of equated credits:

- Fall and/or Spring semester: 18 equated credits/hours.
- Winter Session: 4 equated credits/hours.
- Summer Session Short: 6 equated credits/hours.\*
- Summer Session Long: 9 equated credits/hours.\*

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\*The total maximum equated credits/hours load for combined Summer Sessions (short and long) is 15 equated credits/hours.

Academic probationary students may register for a maximum of 13 equated credits/hours per semester.

Non-degree students may register for a maximum of 11 equated credits/hours per semester.

First-semester freshman students are advised to register for no more than 15 equated credits/hours, but may register for a maximum of 18 equated credits/hours.

### Additional Credits

Sophomores, juniors, and seniors who have a cumulative grade-point average of 3.0 or higher, and no temporary grades of *INC*, are automatically permitted to register for a maximum of 21 equated credits.

Matriculated students in good standing who have compelling reasons for requesting additional equated credits may submit an Appeal to Register for Additional Equated Credits to the USSC in Frese Hall, Room 201, as early as possible during the registration period. Appeals may be submitted for Fall and Spring only.

*Note:* Students who register for more than 18 equated credits/hours will be charged an Accelerated Study Fee based on the number of hours registered. Please consult the Bursar's Office website for current fee information.

### Overlapping Courses or Course Conflicts

These are courses whose meeting times are not *at least five minutes apart*. The college prohibits registration into courses with overlapping schedules or class meetings. Students will not be permitted to register for courses that overlap or conflict. *Exception:* Graduating seniors may

submit an Appeal to Register for Overlapping Courses in Frese Hall, Room 201, at least three days prior to their scheduled registration date.

### CLASSIFICATION OF STUDENTS

The minimum number of degree credits required for membership in each class is:

Upper Freshman	15–29.5
Lower Sophomore	30–44.5
Upper Sophomore	45–59.5
Lower Junior	60–74.5
Upper Junior	75–89.5
Lower Senior	90–104.5
Upper Senior	105 or more

### Attendance

By registering in a course, the student assumes the obligation to fulfill the requirements set for that course by its instructor. *Although absence in and of itself shall not affect a student's grade*, students are responsible for such activities as participation in class discussions, laboratory sessions, field trips, etc.; the preparation of papers and reports; and the taking of quizzes and examinations, any or all of which may constitute a component in the final grade for the course. In addition to observing the regulation regarding withdrawal from a course, students are expected, as a normal courtesy, to inform the course instructor of any prolonged absence or withdrawal.

*Note:* While attendance in class may not be required for a final grade in a specific course, students should be aware that attendance may be required to retain eligibility for financial aid.

### Inactive Status

Students who do not register for a regular semester (Fall or Spring) will be considered inactive. The inactive status is not noted on the official record. Inactive students who wish to return to the college must file an Undergraduate Reentry Application by the deadline established by the Admissions Office in Jefferson Hall (718-997-5614).

### GRADES

Assigned grades (*A+* through *F* and *WU*), once assigned, stand as final evaluations. An assigned grade may not be changed later by additional assignments, retesting, or auditing a class.

### Passing Grades

Passing grades assigned by faculty are *A+* through *D*. (There is no grade of *D-*.) Grades of *A+* show on the student's record but are counted as an *A* in the grade-point average (GPA). *P* (Pass) is assigned in place of a passing grade when a student chooses the *P/NC* grading option or when a *P* is the only legal grade that may be assigned in a course and the instructor has submitted an earned passing grade. *P* earns credit but is not calculated in the GPA.

### Failing Grades

A student who receives a failing grade (*F*, *NC*, *R*, *WF*, or *WU*) will not receive college credit for that course. The grades *F*, *WF*, and *WU* are calculated in the GPA as zero. Grades of *NC* or *R* are not calculated in the GPA. (See *Warning*, below.)

**F (Failing)** is assigned for work that, in the *judgment* of the instructor, does not deserve college credit. This grade is calculated in the GPA as zero and gives no credit.

**NC (No Credit)** is assigned when the instructor submits an *F* and:

- a. the student has chosen the *P/NC* grading option for that course, within the applicable rules and
- b. the student is a first-semester student *or*
- c. the course in question may only be graded as Pass or No Credit.

**R (Repeat)** is assigned when the instructor submits an *F* for a student in a CESL course. A course in which an *R* is received is repeated until it is passed.

**WF (Withdrawn Failing)** is assigned by the Registrar when a student receives permission from the USSC for an official late current withdrawal, and the instructor's



evaluation of a student's coursework is failing at the time of the withdrawal.

**WU (Withdrawn Unofficially)** is assigned by the instructor to indicate that the student stopped attending the course before the end of the semester; or as a result of excessive absences there is no basis to give a final letter grade of *A+* to *F*, and the conditions for a grade of *INC* do not apply.

The grade *WU* will also be assigned by the Registrar when a student, after receiving approval for an official late course withdrawal from the USSC, fails to submit the instructor's evaluation. The *WU* cannot be replaced by an *NC* or *R* in those courses in which an *NC* or *R* would replace an *F*.

**WN (Never Attended)**

If a student never attends a given class and does not withdraw officially, the *WN* grade will be assigned.

Students will not be permitted to repeat an ESL course after receiving either no credit or a failing grade twice previously in that course.

**WD (Withdrawal/Drop)**

This is a non-punitive grade assigned when a class is dropped after the financial aid certification date during the program adjustment period. The student must have attended at least one class session.

**Warning:** Students should be aware that other colleges and universities, as well as other institutions and agencies, may evaluate grades of *P* as *C* or *D*, and grades of *R* and *NC* as grades of *F*. This may significantly lower a student's GPA.

**First-Semester Grading Policy**

*Effective Fall 2017, non-retroactive*

A. All failing grades (*F*, *WU*, *FIN*, *WF*) for first-semester students shall be converted by the Registrar to *NC* or *R*. First-semester students shall be defined for this purpose as:

1. A full- or part-time freshman in the first semester of matriculation at Queens College with 24

or fewer credits combined from Advanced Placement; International Baccalaureate; college preparatory programs including High-Jump and College Now; and coursework from nonaccredited or accredited post-secondary institutions. The only exception shall be for a Fall semester freshman who chooses to attend the immediately preceding Summer Session. In such cases *NC* or *R* shall be recorded for failing grades as defined in "A" received in both the Summer Session and the Fall semester of entry.

2. A full- or part-time first-semester transfer student with 30 or fewer combined credits as defined under #1. The only exception shall be for a Fall semester transfer who chooses to attend the immediately preceding Summer Session. In such cases *NC* or *R* shall be recorded for failing grades as defined in "A" received in both the Summer Session and the Fall semester of entry.

**P/NC (Pass/No Credit) Option**

Students may select one course each semester and one course in Winter and Summer Sessions for grading under the *P/NC* option. (*Note:* Summer Sessions 1 and 2 are considered as one semester.) No more than 21 credits of *P/NC* may be applied toward the baccalaureate degree. Courses in which students may *only* earn a *P* or *NC* are not included in the 21 attempted *P/NC* credit limit.

Instructors *cannot* submit a grade of *P* or *NC* except in courses where these grades are the only legal grade. All earned passing grades will be converted to *P*; *F* grades will be converted to *NC*.

The *NC* grade is only assigned when an *F* is submitted by the instructor. If a student does not attend the course or if, as a result of excessive absences, the instructor has no basis on which to submit a final grade, a grade of *WU* may be assigned. The grade of *WU* will not be converted to an *NC*. Only an earned failure is converted to an *NC*. *WU* and *WF* grades in courses taken under the *P/NC* option remain on the student's record.

Students should note that grades of *P* will not be applied to general college honors, which requires a student to complete at least 60 credits with letter grades at Queens College.

**Exceptions to the P/NC Option**

Students may not take the following courses under the *P/NC* option:

- ACE Seminar courses
- ENGL 110
- Graduate courses
- Courses taken to satisfy the basic skills requirement in mathematics
- Any course in a student's major or major concentration without the permission of the major department
- Writing-Intensive courses if the student has yet to meet the three-course Writing-Intensive requirement
- If you matriculated in Fall 2015 or later, you may not take the CUNY Pathways course under the *P/NC* options. You may still *P/NC* the course and earn credits if you pass, but the course will not fulfill the Pathways requirements.

In joint majors and in specialized majors within departments, the determination of courses constituting the major for purposes of the *P/NC* option will be made by the student's concentration advisor. Students who have received a *P* in a course that later becomes part of their major may submit an Appeal to Post Earned Letter Grade in Place of *Pass/No Credit* Option Form to the USSC in Frese Hall, Room 201, to have the *P* replaced by the same earned grade originally assigned by the instructor. Students should file this form when they are in their final semester and once they have filed a Graduation Application online at the Registrar's website: [www.qc.cuny.edu/graduation](http://www.qc.cuny.edu/graduation).

**Selecting and Deselecting the P/NC Option**

Students may select and deselect the *P/NC* option online by visiting [www.qc.cuny.edu/registrar](http://www.qc.cuny.edu/registrar). Please be sure to follow the deadline in the academic calendar. The choice must be finalized by the end of the eighth week of the Fall or Spring semester. Winter Session dates are listed on the student page for CUNYfirst at [www.qc.cuny.edu/Winter](http://www.qc.cuny.edu/Winter). Summer Sessions 1 and 2 dates are listed in the FAQ portion of the Summer Session website at [www.qc.cuny.edu/Summer](http://www.qc.cuny.edu/Summer). After the deadlines indicated, the *P/NC* choice is final and cannot be changed.

*Second-semester students* may select the *P/NC* option by filling out a *P/NC* form (not online) until the end of the fourteenth week of the Fall and Spring semesters, or until the next to last day of either Summer Session. Second-semester students, for the purpose of the *P/NC* option, are defined as:

- A. Full-time and matriculated students during their second semester at Queens College who entered with fewer than 12 credits from another institution of higher learning. Summer Sessions 1 and 2 do not count as a semester.
- B. Part-time and matriculated students who have completed more than 9 but fewer than 18 credits.
- C. Transfer degree students with more than 11 but fewer than 28 credits from any institution of higher learning during their first semester at Queens College. Summer Sessions 1 and 2 do not count as a semester.

**Important:** The *P/NC* deadline will *not* be extended. Failure in the course or missing the deadline to select the *P/NC* option will not be considered grounds for appeal.

### **Temporary Grades *INC* and *PEN***

The college grading policy interprets the submission of an *INC* as implied obligations or contracts to assist the student in resolving the grade. Instructors who do not intend to assist students *should not submit a grade of INC*. They may submit a letter grade of *F* when there is no reasonable expectation that the student can pass the course even if the missing final exam or coursework is made up. The temporary grade of *INC* is not calculated in the GPA.

Instructors who *will not be available* to receive outstanding coursework *should not submit an INC grade* and contract. When instructors *do not intend* to assist in resolving *INC* grades, they should submit a letter grade, calculated without the missing work.

***INC (Incomplete)*** is not an automatic grade. It is a temporary grade that may be assigned by faculty when a student has requested an *INC* and meets all of the following conditions: some of the course requirements other than but possibly including the final examination have not been satisfied for good and sufficient reason as

determined by the instructor; and there is a reasonable expectation that a student can pass the course by submitting the outstanding work by the end of the next regular semester, Spring or Fall. (Summer Sessions 1 and 2 do not count as a semester in this case.) The assignment of *INC* constitutes an agreement with the student that the instructor or department will receive, evaluate, and submit a grade for the missing course requirements, upon submission of the outstanding work by the student. (See *Resolution of Temporary Grades*, below.)

The *INC* grade is not to be assigned if: it is not requested by a student; or if there is no reasonable expectation that the missing work can be completed, submitted, and graded by the end of the next regular semester, Spring or Fall (Summer Sessions 1 and 2 do not count as a semester); or a student would receive a failing grade in the course even if the missing work was completed, submitted, and graded. In these instances, the instructor must assign a grade based on a student's work for the semester. If there is insufficient information due to a student's attendance, the *WU* grade will be assigned.

***PEN (Pending)*** is a temporary grade awarded when the disposition of the final grade requires further evaluation and the incomplete grade is inappropriate. *PEN* is also used to facilitate the implementation of the Procedures for Imposition of Sanctions, whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. The *PEN* grade will not lapse to *FPN*; final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process.

***WA (Withdrawal, Administrative)*** is assigned by the Registrar when a student is not in full compliance with the college's immunization requirements. Students receiving this grade should immediately contact the Health Service Center (Frese Hall 310; 718-997-2760).

***Z (No Grade)*** is assigned by the Registrar when an instructor has failed to submit semester grades online via CUNYfirst during the grade submission period.

Students who receive a *Z* on their record should contact the instructor or the department as soon as possible.

***W (Withdrawal, Passing)*** is a grade that can only be issued by the Registrar when students:

1. complete the course withdrawal procedure online, from the third to the end of the eighth week of the Fall or Spring semester or the first to third week of Summer Session 2 (there is no online course withdrawal for Summer Session 1); or
2. request and receive permission from the USSC for a course withdrawal, *and* the instructor's evaluation of the student's coursework is passing at the time of the withdrawal.

***Resolution of Temporary Grades.*** The grade of *INC* cannot be resolved through a second registration and/or repetition of courses. Many students graded *INC* register for a course a second time, receive a letter grade, and then request a retroactive withdrawal from the course graded *INC*. The temporary grade *INC* can be resolved only by making up the missing work; that is, a final examination must be taken and/or the missing work must be submitted by the end of the next regular semester (Fall or Spring).

If the grade of *INC* is not completed by the end of the next regular semester, the temporary grade will be converted to *FIN* and remain on the student's record. *Students must resolve a temporary grade by the end of the next regular semester, even if they are not registered for classes at the college. Students are not permitted to audit, sit in on, or register for the course again as a condition for resolving a temporary grade.* Once a *FIN* has been assigned, students may not resolve the course by submitting missing work or taking a final makeup examination. Faculty may not accept late or outstanding work nor administer a late final makeup examination. The Registrar will reject and return all grades submitted by faculty for courses assigned *FIN*. (See *Temporary Grades Converted to FIN*, below.)

To resolve an *INC* grade, students must submit the missing work by the end of the next regular semester (Fall or Spring).

**Extensions of Temporary Grade.** If students, for serious reasons, are unable to resolve an *INC* grade before the end of the next regular semester (Fall or Spring), they should request permission from the USSC to defer the conversion of the *INC* to a failing grade. Students should be advised that denial of their request is possible. In the event of denial, students should be prepared to locate and notify their instructors as soon as possible to make arrangements to resolve the grade before the end of the final examination period, when this grade will be converted to *FIN*.

**Temporary Grades Converted to *FIN*.** If the *INC* grade is resolved on time (by the end of the next regular semester) but the Report of Change of Grade is not submitted to the Registrar before the temporary grade converts to *FIN*, the Registrar may accept the grade provided that the instructor and department chair confirm, in writing, that the student submitted the completed work by the deadline (end of the next regular semester).

**Extension of the *FIN* Grade.** If, for serious reasons, students are unable to resolve a temporary grade of *INC* before conversion to *FIN*, they may request special permission from the USSC to complete the course. Instructors who are asked by former students to resolve an *INC* grade that has been converted to *FIN* should direct the student to the USSC to file an appeal before making arrangements for a makeup exam or receipt of outstanding coursework. If permission to resolve the grade is given, students may then complete the course with the instructor. If permission is denied, the grade will remain on the student's record as *FIN*.

**Appealing Grades.** The following procedure has been established when a student wishes to appeal an earned grade:

1. First, discuss the grade with the instructor. The instructor must provide the student with a clear explanation of how the assigned grade was determined, and consider the student's arguments in support of a different grade.
2. If there has been no satisfactory resolution, the student may raise the issue with the departmental chair or, where applicable, the chair's designee (hereinafter collectively referred to as "chair"), who may make a non-binding recommendation to the professor.
3. If the student is still not satisfied, he or she may submit a formal, typed appeal to the departmental chair and divisional dean within 30 days of the resolution of step 2. Such an appeal is available only where the student is alleging that the assigned grade is inconsistent with the instructor's stated grading policy or is inconsistent with the grading calculation for other students in the class; the professor's judgment may not be appealed. The appeal must include copies of all work and supporting documentation on which the appeal is based. Only after all three steps have been exhausted will the USSC consider a formal appeal of an earned grade. The committee's role in the appeal is one of mediation or recommendation; it is not in the USSC's jurisdiction to change an instructor's assigned grade. Students may obtain additional information in the USSC Office (Frese Hall 201).
4. The chair will review both the student's appeal and the instructor's calculation of the assigned grade as expeditiously as is practicable (the dean will instead perform this role only in cases where a conflict makes it inappropriate for the chair to do so). If the chair finds the grade to be consistent with the grading policy and consistent with the grading calculation of other students in the class, the student's appeal is denied. If the chair finds otherwise, he or she makes a non-binding recommendation to the instructor. The chair does not have authority to change the assigned grade.
5. The procedures in this paragraph will be implemented (a) automatically in the event that the instructor does not accept the chair's recommendation to change the grade; (b) upon the student's appeal of the chair's finding that the grade was proper; or (c) if the dean determines that in the interest of time or fairness makes it appropriate to do so. In such case, the divisional dean will, at the earliest opportunity, appoint a three-person faculty committee from the respective department to review all relevant evidence and make whatever grade determination it deems appropriate.
6. The committee must notify the student, the instructor, the chair, and the divisional dean of its decision and its reasoning within 30 days of its formation.
7. If a majority of the faculty committee finds the assigned grade to be improper according to the established criteria, the chair must then submit a Report of Change of Grade along with the decision of the committee on departmental letterhead to the USSC, which will direct the Registrar to change the grade as indicated.  
Decisions of the faculty and committee are final and may not be appealed.
8. In the event the instructor is unavailable or unable to comply with this process, these procedures will be followed as nearly as practicable, except that the departmental chair may make a change-of-grade recommendation directly to the USSC, which will consider that recommendation and either order that grade change or send it back to the department where the faculty committee may then be convened.
9. The student may appeal to the USSC only on the basis that these procedures have not been adequately followed. It is not in the USSC's jurisdiction to change an assigned grade other than as set forth in the prior paragraphs.

#### **Grade-Replacement Policy Effective Fall 2014**

When an undergraduate student receives the earned academic grade of *F* or an administrative failing grade (*WU*, *WF*, *FIN*), and that student subsequently retakes that course and receives a grade of *C* or better, the initial



grade of *F* will no longer be computed into the grade-point average. The *F* will remain on the transcript. The number of failing credits that can be deleted from the grade-point average shall be limited to 16 for the duration of the student's undergraduate enrollment in institutions of the University.

This policy change does not impact a student's ability to repeat a course. It simply requires that the prior course grade (unless it is a failing grade) be computed into the overall grade-point average.

*Note:* University policy dictates that no more than 16 undergraduate credits, taken at any CUNY institution, are eligible for grade replacement. This policy is now in effect at Queens College, replacing the prior practice of counting only credits earned at Queens College toward the 16-credit maximum.

The following information is extremely important for students who are considering whether to repeat courses:

- A. New York State prohibits the use of repeated courses that were previously passed in the determination of financial aid eligibility, unless the repeat is needed to obtain a minimum required grade. For example, if you are registered for a total of 14 credits, three credits of which represent a course that is a repeat of one passed previously, you are registered for only 11 credits for New York State financial aid awards.
- B. The evaluation of your transcript for admission to other undergraduate and graduate programs, both within and outside CUNY, may include *all* courses and grades in the calculation of your cumulative GPA, including those courses and grades not calculated into your Queens College GPA because of the Grade-Replacement Policy.

Courses with the temporary grade of *INC* cannot be resolved under this policy. If students repeat courses in which they have a temporary grade, the grade will be converted to *FIN* and will remain on the student's record. However, if a temporary grade converts to *FIN*, it may be deleted from the cumulative GPA under the Grade-Replacement Policy.

## **DROPPING AND WITHDRAWING FROM COURSES**

### **Dropping a Course**

Courses may be dropped online in accordance with the procedures described in the academic calendar deadline portion of the Student Service Center area of the student's CUNYfirst account. To register for a CUNYfirst account, visit [www.qc.cuny.edu/cunyfirst](http://www.qc.cuny.edu/cunyfirst) beginning within the first three weeks of the Fall and Spring semesters or the first two days of Winter Session. For the exact dates for course withdrawal from Summer Sessions 1 and 2, please consult the Registrar's website on Summer Session.

During the first three weeks of each Fall and Spring semester, and during the first week of all Summer Sessions, a student shall be able to withdraw from (drop) a course and have this action considered a program adjustment. The course will not appear on the student's record, and the billing shall be adjusted in accordance with the university's policy of tuition refunds.

### **Course Withdrawals: Fall and Spring Semesters after the Third Week**

During the determined and published withdrawal period, a student may drop courses. However, the course will appear on the student's record with a *W*, and no refund of tuition will be possible. After the published withdrawal deadline, students may withdraw from courses *only* by submitting an Appeal for a Late Withdrawal from Current Semester Course(s) to the USSC in Frese Hall, Room 201. (For more information visit <https://myqc.qc.cuny.edu/StudentLife/USSC/>.)

### **Course Withdrawals: Winter Session**

For the exact instructions and dates to withdraw from a class, please consult the Registrar's website: [www.qc.cuny.edu/registrar](http://www.qc.cuny.edu/registrar). After the unevaluated withdrawal period, students may withdraw from a course *only* by submitting an Appeal for a Late Withdrawal from Current Semester Course(s) to the USSC in Frese Hall, Room 201. (For more information visit <https://myqc.qc.cuny.edu/StudentLife/USSC/>.)

**Course Withdrawals: Summer Sessions 1 and 2.** There is no online course withdrawal for Summer Session 1. Please consult the Summer Session website for the exact instructions and dates to withdraw from a class. Beginning with the second week of Summer Session 1, students may withdraw from a course *only* by submitting an Appeal for a Late Withdrawal from a Current Semester Course(s) to the USSC in Frese Hall, Room 201. (For more information visit <https://myqc.qc.cuny.edu/StudentLife/USSC/>.)

Beginning with the second week and until the end of the third week of Summer Session 2, students may withdraw from a course online in accordance with the procedures described on the Registrar's website. A grade of *W* will be entered on the student's record. Beginning with the fourth week, students may withdraw from a course *only* by submitting an Appeal for a Late Withdrawal from Current Semester Course(s) to the USSC in Frese Hall, Room 201. (For more information visit <https://myqc.qc.cuny.edu/StudentLife/USSC/>.)

**Important:** For the exact dates for course withdrawal, please consult the Registrar's website on Summer Session.

### **Unofficial Course Withdrawals**

Students who stop attending a course without completing the steps necessary to drop or officially withdraw from it will receive a grade of *WU*.

### **Withdrawal from All Courses**

Students who register and pay their bills and then drop all of their courses during the program adjustment period (from the first day of classes to the end of the third week of the semester) will have these dropped courses removed from their record. Students who withdraw from all courses beginning with the fourth week to the end of the eighth week of the Fall or Spring semester will have the grade of *W* entered on their record for courses registered for that semester. Students in either category above are not considered inactive and do not have to apply for readmission in order to register for the next regular semester.

## Leave of Absence

A leave of absence is permitted only during the Fall and Spring semesters. For Summer Sessions, a withdrawal from all courses is not a leave of absence, and follows the procedures outlined for course withdrawals. (See *Course Withdrawals*, above.)

Students who wish to request a leave of absence should contact Counseling Services (718-997-5420; [www.qc.cuny.edu/counseling](http://www.qc.cuny.edu/counseling)) beginning with the fourth week and until the end of the fourteenth week of the Fall or Spring semester. There will be an exit interview with a counselor from Counseling Services, which works under the auspices of the Office of the Vice President for Student Affairs. The grade of *W* will be entered on the student's record for all classes in the semester a leave of absence is granted. Students granted a leave of absence may register for the next semester without filing a Reentry Application. Students who are on academic probation may request a leave of absence in the same way. However, students on Continuing Probation who officially withdraw from all of their Spring classes, or take an official leave of absence during the Spring term, may not register for the following Summer Session or Fall term, but may apply for reentry for the following Spring term on Continuing Probation. Reentry information and applications may be obtained through the Admissions Office website: [www.qc.cuny.edu/admissions](http://www.qc.cuny.edu/admissions).

There is no refund for an approved withdrawal from all classes or approved leave of absence beginning with the fourth week of the semester.

## Second or Subsequent Leave of Absence

Beginning with the ninth week of a regular semester (Fall or Spring), students with a prior leave of absence who wish to withdraw from all of their courses must submit an Appeal for a Late Withdrawal from Current Semester Course(s) to the Office of Student Advocacy and Appeals. (For more information visit <https://myqc.qc.cuny.edu/StudentLife/USSC/>)

## RETENTION STANDARDS, ACADEMIC PROBATION, ACADEMIC DISMISSAL, AND REENTRY

### Retention Standards

These standards are a result of policies mandated by the Board of Trustees, interpreted by the CUNY Chancellor's Office, and passed by the Council of Presidents.

### Required Grade-Point Average (GPA) or Cumulative Index

Credits Attempted	GPA Required
1–12	1.50
13–24	1.75
25 and above	2.00

For the purposes of retention, GPA is based *only on grades earned at Queens College*. However, attempted credit includes all QC credits attempted, as well as course-transfer credits that have been applied to the student's program of study. Note that grades of *F, INC, NC, PEN, R, W, WA, WF, WU, and Z* are all counted as credits attempted.

All undergraduate students will have their academic records reviewed at the end of each Fall and Spring semester. At this time, students whose cumulative GPA does not meet the above retention standards will be placed on academic probation for the following semester.

All students are responsible for determining their academic status. Students who do not meet the retention standards listed above, or have a question about their academic standing, are strongly urged to make an appointment to see a counselor in the College Counseling and Resource Center in Frese Hall, 1st Floor, Main Lobby (718-997-5420; [www.qc.cuny.edu/counseling](http://www.qc.cuny.edu/counseling)).

SEEK students should see their academic counselor in Delany Hall, Room 231 (718-997-3150; [www.qc.cuny.edu/seek](http://www.qc.cuny.edu/seek)).

All meetings with counselors will be private and confidential so that students may discuss anything that may be affecting their academic progress.

## Cumulative Grade-Point Average or Index

The cumulative grade-point average or index is calculated by computing the earned grades and credits attempted in each course in the following manner:

1. The number of credits in each course is multiplied by the numerical value of each grade earned in the course. Add these products. Their sum is the total of quality points earned.
2. Add the total number of credits. This sum includes credits for courses failed (*FAB, FIN, FPN, WF, WU, or F*) as well as courses passed with the grades *A* through *D*. This sum does not include courses with the grades of *P, NC, R, INC, PEN, W, WA, or Z*.
3. Divide the sum obtained in step 1 by the results obtained in step 2. This is the cumulative GPA.

## HOW TO COMPUTE THE CUMULATIVE GRADE-POINT AVERAGE

Grade	Numerical Value	Credits	Quality Points
A+	4.0	x 2 =	8.0
A	4.0	x 6 =	24.0
A–	3.7	x 4 =	14.8
B+	3.3	x 3 =	9.9
B	3.0	x 4 =	12.0
B–	2.7	x 6 =	16.2
C+	2.3	x 2 =	4.6
C	2.0	x 3 =	6.0
C–	1.7	x 4 =	6.8
D+	1.3	x 3 =	3.9
D	1.0	x 1 =	1.0
F, WF, or WU	0.0	x 3 =	0.0
		41	107.2

**Quality Points** 107.2 = **2.614**  
**Credits** 41



## ACADEMIC PROBATION

Students who, at the end of a Spring or Fall semester, do not meet the retention standards will be placed on probation for the following semester. (See *Probation and Dismissal Information* below.) Grades earned in Summer Session(s) or Winter Session and grade changes during the semester do not immediately affect probationary status, which is reassessed only at the end of the Fall and Spring semesters (in January and May). Students whose cumulative GPA has risen to meet the retention standards may file a special appeal with the USSC (Frese Hall, Room 201), no later than the last day of the regular semester, to be removed from probation. *All students on probation remain eligible for federal financial aid.* More financial aid information may be obtained through the Financial Aid website: [www.qc.cuny.edu/fao](http://www.qc.cuny.edu/fao).

### Rules for Students on Academic Probation

Students on academic probation may not register for more than 13 equated credits/hours. Those students who register for more than 13 equated credits/hours before they are placed on probation must reduce their equated credits/hours to 13 by dropping courses. Failure to do so may have a negative impact on students who later appeal their academic dismissal.

It is strongly recommended that students on academic probation seek assistance from the College Counseling and Resource Center, Counseling Services, in Frese Hall, 1st Floor (718-997-5420). SEEK students must see their academic counselor in Delany Hall, Room 231 (718-997-3150; [www.qc.cuny.edu/seek](http://www.qc.cuny.edu/seek)).

## Probation and Dismissal Information

### Regular Probation

Students whose Spring or Fall term GPA (grade-point average) initially falls below retention standards will be assigned Regular Probation. Students on Regular Probation who officially withdraw from all of their Spring or Fall courses, or take an official leave of absence from all of their Spring or Fall classes, will be placed on Extended Probation for their next term of enrollment.

### Extended Probation

Students who, while on probation, do not meet retention standards but earn a Spring or Fall term GPA of 2.25 or higher (with no grades of *INC*, *PEN*, or *WU*), will be assigned Extended Probation.

or

Students who successfully appeal their Spring academic dismissal to the USSC will be assigned Extended Probation for the following Fall term.

Students on Extended Probation who officially withdraw from all of their Spring or Fall classes, or take an official leave of absence from all of their Spring or Fall classes, will be assigned Extended Probation for their next term of enrollment.

If, while on Extended Probation, a student's cumulative GPA reaches 2.00 or higher, that student will be automatically assigned "Good Standing" when probationary status is reassessed at the end of the Fall or Spring semester (in January and May). Students assigned "Good Standing" may register for Summer Sessions and a maximum of 18 credits for regular semesters.

### Continuing Probation

At the end of the Fall term there is no academic dismissal. Therefore, students who while on probation do not meet retention standards and do not earn a Fall term GPA of 2.25 or higher (with no grades of *INC* or *WU*) will be assigned Continuing Probation.

Students on Continuing Probation not registered for the immediately following Spring term, or who drop all of their courses before the end of the third week of the Spring term, will be academically dismissed during the Spring term. Students on Continuing Probation who officially withdraw from all of their Spring classes, or take an official leave of absence during the Spring term, may not register for the following Summer Sessions or Fall term, but may apply for reentry for the following Spring term on Continuing Probation. Reentry information and applications may be obtained at the Admissions Office website.

If, while on Continuing Probation, a student's cumulative GPA reaches 2.00 or higher, that student



will be automatically assigned “Good Standing” when probationary status is reassessed at the end of the Fall and Spring semesters (in January and May). Students assigned “Good Standing” may register for Summer Sessions and a maximum of 18 credits for regular semesters.

### **Reentry Probation**

A student who has not continued attendance at the college while on regular or extended probation will be permitted to reenter on Reentry Probation. Reentry information and applications may be obtained at the Admissions Office website.

*or*

A student who was academically dismissed from Queens College may apply to reenter only after a full academic year has passed since the date of dismissal. Reentry for students who were academically dismissed is not guaranteed. Students will be instructed to file an appeal along with their application. Reentry information and applications may be obtained at the Admissions Office website.

Students who successfully appeal their reentry after academic dismissal with the Committee on Admissions & Reentry Standards (CARS) will be assigned Reentry Probation. Students on Reentry Probation who officially withdraw from all of their Spring or Fall classes, or take an official leave of absence from all of their Spring or Fall classes, will be assigned Reentry Probation for their next term of enrollment.

If, while on Reentry Probation, a student’s cumulative GPA reaches 2.00 or higher, that student will be automatically assigned “Good Standing” when probationary status is reassessed at the end of the Fall and Spring semesters (in January and May). Students assigned “Good Standing” may register for Summer Sessions and a maximum of 18 credits for regular semesters.

### **Dismissal**

A student on Regular, Extended, Continuing, or Reentry Probation who does not meet retention standards and did not earn a Spring term GPA of 2.25 or higher (with no grades of *INC*, *PEN*, or *WU*) will be assigned academic dismissal with an opportunity to appeal to the USSC for reinstatement. Notices of academic dismissal, with appeal forms, are sent to students by the end of June via QC webmail. Decisions by the USSC on appeals of academic dismissal are final.

Students dismissed at the end of the Spring semester may attend Summer Sessions and are encouraged to attempt to resolve any temporary grades. However, students *must* file an appeal by the deadline date if they wish to be considered for reinstatement for the Fall term. Appeals received after the deadline date indicated on the appeal for reinstatement will not be reviewed. If the USSC approves a student’s appeal for reinstatement, the student is assigned Extended Probation for the Fall term.

Students whose appeal for reinstatement is denied or who choose not to file an appeal may apply to reenter only after a full academic year has passed since the date of dismissal. Reentry for students who were academically dismissed is not guaranteed. Students will be instructed to file an appeal along with their reentry application. Reentry information and applications may be obtained at the Admissions Office website.

### **Second-Degree Undergraduates**

College policy requires that students in the Second Baccalaureate Degree Program achieve a grade-point average of at least 2.00 at the end of their first term (or first 10 credits) to remain in the program, and must thereafter maintain a 2.00 GPA (cumulative index).

### **Academic Integrity/Academic Dishonesty**

Academic integrity is one of the most fundamental obligations associated with one’s education, and academic dishonesty is one of the most serious offenses within the academic community.

CUNY’s Policy on Academic Integrity can be found at [www2.cuny.edu/about/administration/offices/ovsa/policies/](http://www2.cuny.edu/about/administration/offices/ovsa/policies/), under Academic Integrity. It is essential that students familiarize themselves with and comply with this policy. The policy includes definitions and examples of academic dishonesty, methods for promoting academic integrity, reporting requirements, and procedures for the adjudication and imposition of sanctions for various violations of this policy, including failing grades, suspension, and expulsion. A copy of the Faculty Report Form can be found at [www2.cuny.edu/about/administration/offices/ovsa/policies/](http://www2.cuny.edu/about/administration/offices/ovsa/policies/), under “Academic.” See also <https://myqc.qc.cuny.edu/StudentLife/conduct/default.aspx>, and <https://myqc.qc.cuny.edu/StudentLife/conduct/Academic%20Integrity%20Policy/default.aspx>.

Acts of academic dishonesty include, but are not limited to, cheating, plagiarism, obtaining an unfair advantage, and falsifying records or documents (including cheating on exams and papers, sabotage of research materials, the purchase or sale of academic papers). Any student who engages in any activity that is academically dishonest is subject to academic and/or disciplinary charges and sanctions, as is any student who knowingly aids another who engages in such conduct.

The college’s Academic Integrity Officer is Emanuel Avila, the Coordinator of Judicial Affairs, located in the Student Union, Room 327B (718-997-3971). Academic Integrity Report Forms are found at <https://myqc.qc.cuny.edu/StudentLife/conduct/default.aspx>, Office of Judicial Affairs, Academic Integrity Report Form. The officer/coordinator reviews all reports submitted by faculty in order to determine whether a case will be reviewed and presented for academic and/or disciplinary charges.



# Courses of Study

**Course information** in this *Bulletin* is correct as of June 2014. For information about new courses that may not be included here, and for further details concerning course descriptions, consult department offices. For possible changes and for details on courses designated “uncertain” († or ††), consult the Registrar’s webpage.

Queens College’s numbering system classifies courses according to level as follows:

**0–99.** These are courses unclassified with regard to level, and may or may not have prerequisites. They are offered by a department as a service to the college community or to other departments. They are not part of a student’s major in the department offering the course, but may be part of majors in other departments.

**100–199.** Freshman-level courses having few or no prerequisites. They do assume that the student has the reading, writing, and mathematical skills required for entrance to the college.

**200–299.** Intermediate-level courses normally taken after the freshman year. They may have prerequisites, but in general assume that the student has some appropriate background knowledge and familiarity with college-level work.

**300–399.** Advanced or upper-level courses not usually taken before the junior year. They may have prerequisites or corequisites at the intermediate level or above, but in general students are expected to have or to provide themselves with the background information implied by the course title and description. These courses also require more responsibility, initiative, and independence than lower-level courses, and students must use the scholarly skills they have been introduced to in earlier courses. A student should take several courses at this level as part of the major.

**400–499** (Aaron Copland School of Music only)  
The most advanced courses of a long sequence of courses begun in the freshman year and completed in the senior year.

**500–599.** Graduate-level courses offered by the various disciplines for teachers. These may be used in partial fulfillment of a master’s degree program in education or for continuing education credit. Normally they do not require that the student has followed an undergraduate concentration in the discipline. A 500-level course may be taken by well-qualified undergraduates with the permission of the department offering the course.

**600–699.** First-level courses in master’s degree programs. A 600-level course may be taken by exceptional undergraduates with permission of the department offering the course.

**700–799.** Upper-level courses in master’s degree programs. A 700-level course may be taken by outstanding undergraduates only with the permission of the department and the Office of Graduate Studies and Research; or the department and the Dean of the School of Education in the case of graduate courses in education.

In certain circumstances, it is possible for an undergraduate student to apply course credits taken during the undergraduate course of study toward the master’s degree *instead* of toward the undergraduate degree. In such circumstances, the graduate course credits must be in excess of the 120 credits required for the undergraduate degree. In addition, the graduate courses cannot be counted as undergraduate major requirements. For further information, students should consult with the department chair or graduate advisor.

# Academic Support Center

*Interim Director:* Marco F. Navarro

*College English as a Second Language (CESL) Program:* Interim Director, Marco F. Navarro

*Department Secretary:* Victoria Fu-Yim

*Office:* Kiely 131, 718-997-5670

The following courses may be offered during the Summer or Winter Session in the college's Basic Skills Immersion Program.

**ACSKL 10.03. Fundamentals of Mathematics.** 3 hr.; 0 cr. Basic arithmetic and elementary algebra in preparation for the CUNY Assessment Test in Mathematics. Includes video-based instruction, work in the Mathematics Laboratory, and tutoring.

**ACSKL 15.04. Preparation for CUNY Mathematics Freshman Skills Assessment Test Certification.** 4 hr.; 0 cr. Arithmetic and algebra in the college's Basic Skills Immersion Program to prepare students to pass the CUNY Freshman Skills Assessment Test in Mathematics. 60 hours total.

**ACSKL 20.03–04. ESL Reading and Writing Development.** ACSKL 20.03, 3 hr.; 0 cr.; ACSKL 20.04, 4 hr.; 0 cr. An integrated reading and writing course for nonnative speakers of English who need to improve their literacy skills. Practice writing paragraphs and short essays with emphasis on organization, development, grammatical accuracy, and correct mechanics. Includes tutoring and work in the Academic Support Laboratory. Students retake CUNY/ACT tests in Reading and Writing.

**ACSKL 22.02–03. ESL Writing Development.** ACSKL 22.02, 2.5 hr.; 0 cr.; ACSKL 22.03, 3 hr.; 0 cr. A course designed to improve the composition skills of nonnative speakers of English in preparation for the CUNY/ACT test in Writing. Practice in thesis formulation, support and development, grammar and mechanics. Includes tutoring and may involve work in the Academic Support Laboratory.

**ACSKL 26.02. ESL Reading Development.** 2.5 hr.; 0 cr. A course designed to improve the reading skills of nonnative speakers of English in preparation for the CUNY/ACT test in Reading. Includes interdisciplinary readings, work in the Academic Support Laboratory, and tutoring.

**ACSKL 30.02–04. Academic Reading and Writing.** ACSKL 30.02, 2.5 hr.; 0 cr.; ACSKL 30.03, 3 hr.; 0 cr.; ACSKL 30.04, 4 hr.; 0 cr. An integrated reading and writing course emphasizing the development of academic literacy skills to help students pass the CUNY/ACT tests in Reading and Writing. Practice in reading interdisciplinary selections and writing expository, analytical, and persuasive essays. The course includes tutoring and may include work in the Academic Support Laboratory.

**ACSKL 32.01–03. Academic Writing.** ACSKL 32.01, 1.5 hr.; 0 cr.; ACSKL 32.02, 2.5 hr.; 0 cr.; ACSKL 32.03, 3 hr.; 0 cr. The course provides students with the basic writing skills necessary to become successful college students. Diverse essay types are practiced, with particular attention paid to the writing of arguments to prepare students to pass the CUNY/ACT test in Writing. Computer-assisted instruction and tutoring may be included.

**ACSKL 36.01–03. Academic Reading.** ACSKL 36.01, 1.5 hr.; 0 cr.; ACSKL 36.02, 2.5 hr.; 0 cr.; ACSKL 36.03, 3 hr.; 0 cr. College-level reading from various disciplines to help students acquire the reading and study skills they need to be successful in college. Includes work in the Academic Support Laboratory, tutoring, and/or computer-assisted instruction, and prepares students to pass the CUNY/ACT test in Reading.



# Accounting & Information Systems

*Chair:* Israel Blumenfrucht

*Deputy Chair for Day Studies:* Arthur H. Adelberg

*Director of MS in Accounting:* Marvin F. Milich

*Chair for Summer Session:* David Hornung

*Dept. Office:* Powdermaker 215, 718-997-5070; Fax: 718-997-5079

*Professors:* Adelberg, Blumenfrucht, Hitzig, Leibowicz, Qureshi; *Associate Professors:* Huang, Milich, Solieri, Stevens, Sun, F., Weiss; *Assistant Professors:* Sun, T.; *Substitute Assistant Professor:* Herczog; *Lecturers:* Balkaran, Dauber, David, Hornung, Ruthizer, Satenstein; *Substitute Lecturer:* Feisullin; *Adjunct Associate Professors:* Chan, Dignam, Fitzsimmons, Juva; *Adjunct Assistant Professors:* Ahroni, Altman, Calamari, Cohen, Elan, Katz, Kirschner, Linn, Luo, Seymore, Stein, Thaler, Zapf; *Adjunct Lecturers:* Barone, Dockery, Gruza, Kessar, Khanna, Kumar, Mazzo, Nigrelli, Qamar, Schwalb, Silverman, Solarsh, Uddin, Xiao, Zarate; *Department Secretaries:* Dodobayeva, Piorkowski

*Major Offered:* Accounting (State Education Code 02701)

*Please note:* The Accounting and Information Systems Department offers a Master of Science in Accounting that is registered with the State of New York. The MS in Accounting adds significantly to the undergraduate degree. Licensing as a CPA in New York State now requires the completion of an approved 150-credit program. The department has such an approved program registered with the NYS Department of Education. Detailed information on the MS degree is available in the *Queens College Graduate Bulletin*.

An applicant who meets New York's 150 semester hour education requirements for licensure must present evidence, satisfactory to the State Board for Public Accountancy, of one year of full-time experience (or the part-time equivalent) providing accounting services or advice involving the use of accounting, attest, compilation, management advisory, financial advisory, tax, or consulting skills under the supervision of a certified public accountant licensed in one of the U.S. jurisdictions or a public accountant licensed in New York State. Acceptable experience may be earned in a public accounting firm, government, private industry, or an educational institution. (See [www.op.nysed.gov/prof/cpa/cpalic.htm](http://www.op.nysed.gov/prof/cpa/cpalic.htm).)

## THE MAJORS

### ACCOUNTING MAJOR

The department offers courses in accounting, information systems, business law, and taxation for accounting majors and other students. Accounting majors may prepare themselves for a career in public, private, or governmental accounting, or for the teaching of accountancy in secondary schools.

Majors study a complex discipline concerned with and responsive to the changing economic, social, and legal institutional arrangements necessary to the functioning of modern societies. The functions of accountants encompass ever-broadening spheres of activity. Transactions occurring between an economic entity—be it a family unit, small business firm, complex corporate organization, government organization, nonprofit organization, or national economy—and its environment constitute the raw materials of accounting. These must be converted by processes of classification and analysis to meaningful data so that their effects on the entity being subjected to the accounting process may be measured, interpreted, and communicated.

Computerized systems are being used extensively in accounting applications, transaction processing,

data analysis, and auditing. Computer applications are integrated into coursework. Courses in information systems, analysis, design, and implementation have been available since 1982.

The informational outputs of this process must meet the needs of various user groups in society. Among the users of accounting information may be internal decision-makers, owners, creditors, investors, workers, managers, economists, and representatives of government agencies.

The decision process, organization theory, communication and information systems, and theories are areas of interest and concern to students and researchers in accounting. Sophisticated mathematical models (especially with the development of computer science) are being used by accountants. Economic theory and analysis constitute basic tools for accountants. An understanding of the laws governing economic and financial relationships is essential. A knowledge of tax laws and procedures must be added to the accountant's store of information.

The department has a formal advisement program. All majors are assigned a faculty advisor whom they must see as part of the major declaration process. Accounting majors *must* file a concentration form with their advisor, in conjunction with their declaration as a major, *no later than* their lower junior semester.

See the box on page 79 for the specific requirements for the major. An overall 2.5 grade-point average is needed in all required courses in order to be credited toward the major. Students may not take courses before the required semester, nor are they permitted to register for any accounting course for which they have earned a grade less than *C* (including *INC*, *WU*, etc.) in the prerequisite course.

### Dual Major: Accounting & Economics

Students majoring in accounting may also receive a major in economics by completing 30 credits in economics courses, plus MATH 131 or the equivalent as evaluated by the Economics Department. All of the

## ACCOUNTING & INFORMATION SYSTEMS

economics courses required for the accounting degree may be included for the major in economics. ECON 201, 202, and 382 must be part of the 30 credits in economics courses. All courses for the economics major must be passed with a letter grade (no *P/NC* option is permitted).

### Major in Accounting & Minor in Economics

Students majoring in accounting may also receive a minor in economics by completing 18 credits in economics courses, plus MATH 131 or the equivalent as evaluated by the Economics Department. Fifteen credits of the economics courses required for the accounting degree may be included for the minor in economics. ECON 201 or 202 must be part of the 18 credits in economics courses. That one remaining course requirement for economics may be selected as the Economics/Business elective on the concentration form. All courses for the economics minor must be passed with a letter grade (no *P/NC* option is permitted). Note that 12 credits in economics must have been taken at QC.

### ACCOUNTING MINOR

See the box on page 79 for the specific requirements for the minor. An overall *C* average is needed in all required courses to be credited toward the minor. Students may not take courses before the required semester, nor are they permitted to register for any accounting course for which they have earned a grade less than *C* (including *INC*, *WU*, etc.) in the prerequisite course.

Minors must complete a concentration form no later than their junior year and submit it to their advisor for approval in conjunction with their declaration. (Forms are available online.)

### DEPARTMENT AWARDS

The Accounting & Information Systems Department offers several awards to accounting majors who have graduated in the prior summer or fall semesters or who will graduate that spring. These awards are given in the spring semester and are published and acknowledged at commencement.

*The New York State Society of CPAs Award* is given to up to three students who have demonstrated superior scholarship in their accounting studies. *The Ralph Ledley Award* is given to an outstanding accounting student who will be attending law school. *The Eugene Rosenfeld Memorial Award* is given for distinguished service in advancing the department's professional interests. *The Louis Geller Award* is given to an outstanding accounting student who will be going on to graduate studies in accounting. *The McGraw-Hill Award of Excellence* is given to a student who has both an outstanding scholastic record and service to the department and school. Finally, the *Wall Street Journal Student Achievement Award* is given for excellence in accounting.

### COURSES

All courses designated as ACCT within the accounting major must be completed with a minimum grade of *C*. The *C* minimum grade requirement does not apply to economics, business, or any other approved elective outside the Accounting Department. In addition, all students must earn a 2.5 grade-point average for all courses applied to the major (i.e., accounting, economics, business, and other electives that qualify for the major). For any accounting course, all prerequisite courses must be completed with a grade of *C* or better.

Students earning a grade of *C-* or less must retake the course in which the *C-* or less was earned. Students who repeat a course are reminded that credit can be received only once unless specifically stated otherwise. Students may repeat a course only two times. A student who did not receive a grade of *C* or better after two such repeat attempts will be dropped from the major.

### ACCT 100. Financial and Managerial

**Accounting.** 3 hr.; 3 cr. Prereq.: BALA 100. This is a course in the theories and principles of financial and managerial accounting. Financial accounting includes the study of the preparation and interpretation of commonly used financial statements. Managerial

accounting deals with the use of accounting data for managerial control and planning. Students will be introduced to the use of accounting systems programmed for the microcomputer, and to managerial decision-making based on mathematical modeling. Not open to accounting majors.

**ACCT 101. Introduction to the Theory and Practice of Accounting I.** 4 hr.; 3 cr. Fundamentals of accounting information, the foundation of the accounting system for recording assets, liability and equity transactions, financial statement principles, and the preparation and interpretation of basic financial statements. Structure, double-entry model, initial, adjusting, and closing entries are covered. The theoretical and quantitative aspects of depreciation, inventory valuation, and stockholders' equity transactions are introduced and explored. Fall, Spring

**ACCT 102. Introduction to the Theory and Practice of Accounting II.** 4 hr.; 3 cr. Prereq.: ACCT 101 and sophomore standing. A continuation of ACCT 101, with a much more in-depth study of the groundwork and constructed preparation needed in various balance sheet and income statement areas prior to the preparation of financial statements, including managerial accounting with basic quantitative analysis. Fall, Spring

**ACCT 123. Accounting for Financial Modeling.** 3 hr.; 3 cr. Prereq.: CSCI 88. Enrollment limited to students admitted to the Minor in Financial Modeling, and may not substitute for ACCT 101 or 102. The fundamentals and mechanics of financial accounting sufficient to enable the student to understand types of modifications needed in data to construct meaningful financial models from databases (such as COMPUSTAR, EDGAR, and Morningstar). Coverage includes the basic accounting equation from an accrual perspective. Prepares students to use footnote disclosures to estimate adjustments to account data in

## ACCOUNTING & INFORMATION SYSTEMS

### ADMISSION TO THE ACCOUNTING PROGRAM

To declare a major in accounting, a student must have an overall grade-point average of 2.5 or higher, and must have completed at least 30 credits at either Queens College or another accredited institution.

To remain in the accounting program, a student must maintain an accounting-major grade-point average (GPA) of 2.5 or higher after taking four classes required for the major. Students not attaining the 2.5 accounting-major GPA will need to meet with their advisors before being permitted to register for further courses in the major. In addition, students who do not attain a 2.5 accounting-major GPA will be placed on departmental probation. If, after a second semester, their accounting-major GPA still has not been raised to at least 2.5, they will be dropped from the major.

To graduate with an accounting major, a student must have an accounting major GPA of 2.5 or higher.

### REQUIREMENTS FOR THE MAJOR IN ACCOUNTING (MAJOR CODE ACCT-BA)

A minimum of 21 credits must be taken at Queens College for the major.

#### Required (57 credits)

ACCT 101 through 322 (excluding 123), 362, 367, and 372; BUS 241; CSCI 48; ECON 101, 102, 215, and 249.

#### Electives: Two courses as follows:

- One elective course from the Department of Accounting and Information Systems.
- One of the following courses: BUS 243, 247, 341W, and 351; ECON 201, 202, 213, 214, 218, 220, 225, 229, 242,

246, 317, 326, 328, 340, and 382; ACCT 385 (which is allowed as either an accounting or business elective category).

Students must read the specific department listings for prerequisite requirements.

*C* is the minimum grade required in all accounting courses. (The *C* minimum grade requirement does not apply to economics, business, or any other approved elective if it is outside the Accounting Department.) In addition, all students must earn a GPA of 2.5 or higher in all courses usable for the major (i.e., accounting, economics, business, and other electives that qualify for the major).

In general, the only accounting courses that may be transferred from other schools are those equivalent to ACCT 101, 102, 305, and 261 with a minimum grade of *C*. ACCT 201 may be transferred only from Baruch College with a minimum grade of *C* as well. ACCT 343 may also be transferred under certain circumstances where an articulation agreement exists between another school and Queens College.

A student's ability to retake a course is limited to only two times. A student who did not receive a grade of *C* or better after two such retake attempts will be dropped from the major.

You may not *P/NC* any course that is being used to satisfy your major requirements (including electives).

### REQUIREMENTS FOR THE MINOR IN ACCOUNTING (MINOR CODE ACCT-MIN)

A minimum of 12 credits must be taken at Queens College for the minor.

#### Required (19 credits)

ACCT 101, 102, 201, 261, 305, and 367.

#### Electives (3 credits)

ECON 100, 101, 102, or any other elective approved by the department.

Minors must complete a concentration form no later than their junior year and submit it to their advisor for approval in conjunction with their declaration. (Forms are available online.)

*C* is the minimum grade required in all accounting courses. (The *C* minimum grade requirement does not apply to economics, business, or any other approved elective if it is outside the Accounting Department.) In addition, all students must earn a *C* average (2.0) for all courses usable for the minor (i.e., accounting, economics, business, and other electives).

In general, the only accounting courses that may be transferred from other schools are those equivalent to ACCT 101, 102, 305, and 261 with a minimum grade of *C*. ACCT 201 may be transferred only from Baruch College with a minimum grade of *C* as well. ACCT 343 may also be transferred under certain circumstances where an articulation agreement exists between another school and Queens College.

A student's ability to retake a course is limited to only two times. A student who did not receive a grade of *C* or better after two such retake attempts will be dropped from the minor.

You may not *P/NC* any course that is being used to satisfy your minor requirements (including electives).

the database to model data from the financial statements of multiple companies for both intra- and inter-industry comparative models.

**ACCT 201, 202. Intermediate Accounting I and II.** ACCT 201: 4 hr.; 4 cr. Prereq.: ACCT 102 and sophomore standing. ACCT 202: 3 hr.; 2 cr. Prereq.: ACCT 201 and junior standing. Intensive study of the theories of financial accounting, generally accepted accounting principles, and applications thereof,

including relevant standards, statements, and opinions of the FASB, AICPA, and SEC. Pertinent mathematical principles and applications relating to financial accounting are also presented. ACCT 202 open to declared Accounting & Information Systems majors only. Fall, Spring

**ACCT 305. Cost Accounting.** 3 hr.; 2 cr. Prereq.: ACCT 102 and sophomore standing. The concepts and procedures used to account for the cost

of manufacturing and selling, with their practical application in different types of cost accumulation systems (i.e., job-order costing, process costing, joint-product costing, standard costing, and direct costing). Fall, Spring

**ACCT 306. Quantitative Techniques in Planning and Control.** 4 hr.; 3 cr. Prereq.: ACCT 305, ECON 249, and junior standing. The application of quantitative and programming techniques in managerial decision-



## ACCOUNTING & INFORMATION SYSTEMS

making, including probability analysis, mathematical programming, network models, queuing theory, Monte Carlo simulation, and regression/correlation analysis, inventory models, and capital budgeting. Fall, Spring

**ACCT 311. Advanced Accounting.** 4 hr.; 3 cr. Prereq.: ACCT 202 and junior standing. Theory of accounting applicable to problems peculiar to large-scale business operations, including business combinations, consolidations, partnerships, foreign exchange translation, segment and interim reporting. Open to declared Accounting & Information Systems majors only. Fall, Spring

**ACCT 321, 322. Auditing I & II.** ACCT 321: 4 hr.; 3 cr., ACCT 322: 3 hr.; 3 cr. Prereq.: For ACCT 321, ACCT 202 and junior standing; for ACCT 322, ACCT 321, ECON 249, and senior standing. Principles and standards relevant to the attestation function in the practice of professional accountancy including audits, examinations, reviews, and agreed-upon procedures. Coverage also includes professional ethics, liability, risk and assurance, evidence, introduction to internal control and reporting. This course provides exposure to the techniques of modern auditing, including the flowcharting, analysis, and understanding of accounting cycles and their related control systems, analytical review of financial statements, analytical tests of accounting estimates, and statistical sampling for tests of transactions and accounts. Fall, Spring

**ACCT 331. Advanced Accounting Problems.** 4 hr.; 3 cr. Prereq.: ACCT 306 and 311. Emphasis on the application of accounting theory and problem-solving techniques in analyzing and solving complex problems in accounting. Fall, Spring

**ACCT 341. Accounting Information Systems.** 3 hr.; 3 cr. Prereq.: ACCT 305 and 201, both with grades *C* or above, and CSCI 48 and junior standing or above. This course focuses on methods and techniques for the analysis and evaluation of the

design of accounting information systems, including computer-based systems. Topics covered will include an introduction to accounting systems theory, analysis of accounting systems, including documentation and design theory, accounting file structure, hardware/software selection and impact on accounting systems, system life cycle, including accounting controls, and systems implementation and maintenance from the auditor's standpoint. This course will require some use of computer resources. Fall, Spring

**ACCT 343. Microcomputer Applications in Accounting.** 3 hr.; 3 cr. Prereq.: ACCT 305 and 201, both with grades of *C* or above, and CSCI 48 and junior standing or above. This course deals with specific uses of microcomputers as tools in the discipline of accounting in the following areas: transaction processing, analysis, and report preparation using commercial accounting systems; and mathematical and statistical analysis models that are used for managerial and financial accounting purposes. Software used includes database management systems with translation utilities, permitting transfer of data from one commercial system to another through the use of Data Interchange Formats. Integrated packages are used to prepare reports incorporating analyzed data and graphics.

**ACCT 350. Financial Statement Analysis.** 3 hr.; 3 cr. Prereq.: ACCT 311. Analysis is made of financial statements from the perspective of users and preparers of financial reports, including investors, creditors, auditors, accountants, and management. Financial statements and related disclosures will be analyzed to gain a perspective on the company's health.

**ACCT 355. Accounting in International Environments.** 3 hr.; 3 cr. Prereq.: ACCT 306, 311, and senior standing. This advanced-level course takes up the accounting, tax, and control problems and procedures arising from the flow of goods, services,

money, and investments across national frontiers. Not open to students who have received credit for BUS 255.

**ACCT 368. Trust and Estate Accounting.** 2 hr.; 2 cr. Prereq.: ACCT 367 or junior standing. Special emphasis on preparation of fiduciary reports and principles of audits of fiduciaries.

**ACCT 372. Governmental and Not-for-Profit Accounting and Auditing.** 3 hr.; 3 cr. Prereq.: ACCT 202 and junior standing. The course focuses on accounting, financial reporting, and auditing relevant to governmental and not-for-profit entities. Fall, Spring

**ACCT 373. Communication and Ethics for Accountants.** 3 hr.; 3 cr. Prereq.: ACCT 311 and senior standing. Understanding of the role of communications and ethics in the accounting workplace setting by developing students' verbal, nonverbal, and written communication skills. Students will be introduced to techniques of appropriate communication in the workplace, along with an appreciation for cultural diversity in all settings. The goal of the course is for students to clearly be able to explain concepts, results, and regulations to clients as well as make effective and appropriate inquiries in performing professional accounting services. In addition, case studies will be used to examine ethical issues and further emphasize the role of the AICPA Code of Professional Conduct.

**ACCT 385. Data Analytics for Accountants.** 3 hr.; 3 cr. Coreq.: ACCT 202. The course utilizes various data-analytic tools (Excel, IDEA, "R," Python, Tableau, XBRL) used by accountants and CPAs in auditing, taxation, and consulting services. The emphasis is on hands-on learning by completing projects in the classroom and for homework to develop the data-analytic skills valued by employers. An elective course for the major in Accounting and Information Systems will satisfy either the "A (Accounting)" or "B (Business or Economics)" elective category. Fall, Spring



**ACCT 398. Internship.** 140 hr.; 3 cr. Prereq.: Permission of the chair. Open only to Accounting majors who are at least lower juniors with a major GPA of at least 3.0. Under the supervision of a full-time faculty member in Accounting, students will complete at least 140 hours of work at an approved accounting firm. Students will keep a daily log of activities, read two books approved by the faculty mentor, preparing book summaries of 5–8 pages each, and will meet bi-weekly with the faculty mentor to assess progress. Students will write a final research paper of at least 20 pages on a topic relevant to the nature and scope of the internship, and which has been approved by the faculty mentor. The internship may be used as one of the “Group A” electives required for the major in Accounting and Information Systems.

***Courses in Law Related to Business and Taxation***

**ACCT 261. Business Law I.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Introduction to the law. Seeks to provide majors and nonmajors with an understanding of the law and the social forces that shape it. The basic structure through which law is implemented and enforced is reviewed, in addition to the specific rules of law relating to contracts, trusts, and estates. Fall, Spring (IS)

**ACCT 362, 362W. Business Law II.** 3 hr.; 3 cr. Prereq.: ACCT 261, ENGL 110, and junior standing. The law relating to forms of business organizations. Focus centers on agency and partnership relationships, corporate structure, and the role of government in business. Also considered are landlord relationships and bailments. Fall, Spring

**ACCT 363. Business Law III.** 3 hr.; 3 cr. Prereq.: ACCT 362 and senior standing. The law relating to commercial transactions. Focus of the course is the Uniform Commercial Code, with particular emphasis on sales law, commercial paper law, and the law of secured

transactions. Also considered are the laws relating to intellectual property, professional liability, international law, insurance, and bankruptcy. Fall, Spring

**ACCT 367. Federal and New York State Taxes on Income.** 4 hr.; 4 cr. Prereq.: ACCT 102 and senior standing. An introduction to the federal income tax as it relates to individuals. Particular emphasis is given to the basic multitiered tax structure. The underlying concepts of basis, inclusion, exclusion, and deduction are defined, utilizing the Internal Revenue Code and related material. Special classes of taxpayers including partnerships, estates, trusts, corporations of various types, and foreign taxpayers are considered as well as accounting and procedural rules.

**ACCT 369. Gift and Estate Taxation.** 2 hr.; 2 cr. Prereq.: ACCT 367 or 368. The laws and regulations of the federal and New York State governments governing taxes on gifts and at death. Considers both theory and practice; includes discussion of procedure.

***Seminars and Special Problems***

**ACCT 382. Seminar in Advanced Managerial Accounting Theory.** 3 hr.; 3 cr. Prereq.: ACCT 202 and 306 (senior standing recommended).

**ACCT 391, 392. Special Problems.** ACCT 391.1–391.3, 1–3 hr.; 1–3 cr., ACCT 392.1–392.3, 1–3 hr.; 1–3 cr. Open to students of advanced standing who receive permission of the department to register. Recommended for students of high academic standing who want to undertake some special research topic related to accounting.

**ACCT 393W. Seminar in Accounting.** 3 hr.; 3 cr. Prereq.: ENGL 110. Successful completion of ACCT 391, 392, and permission of the department.

# Actuarial Studies for Business

See the Economics Department.

# Adult Collegiate Education

Office: Jefferson Hall Lobby, 718-997-5600;  
fax 718-997-5617

The Adult Collegiate Education (ACE) program provides an opportunity for adults 25 years or over to obtain the baccalaureate degree. ACE students are incoming students who have never attended college or who have earned less than 30 college credits.

One of the special incentives of ACE is the opportunity it affords ACE students to earn Queens College academic credits for significant “life achievement.” ACE students can apply for credits for any notable prior learning gained through work and/or outside interests that can be shown to be equivalent to college-level learning in an area included in the Queens College curriculum.

The maximum number of credits that ACE students can earn through “life achievement” evaluation is 36. The number of credits awarded varies, depending on experience. Some students receive no life achievement credits; others earn a few, or an average of 10–15, or, in exceptional cases, the maximum of 36 credits.

## PROGRAM AWARDS

ACE students may apply in the Academic Advising Center for the following scholarships (unless stated otherwise, all students must maintain a minimum course load of 6 credits): *The Doris and Joseph*

*Eisen Scholarship* is awarded to a part- or full-time student with a minimum GPA of 3.2; applicants must be lower sophomores (at least 28 credits) and demonstrate academic potential. The *Evelyn Nagdimon Scholarship* is awarded to an ACE student who is at least a sophomore (28 credits minimum). Applicants must carry 6–11 credits and demonstrate academic potential. The *Martin Pine/Solomon Resnik Scholarship for Single Parents* is awarded to a part- or full-time student who is a single parent (male or female) and demonstrates academic potential. The *Samuel Roane Memorial Scholarship for Minority Students* is awarded to a part- or full-time minority student (i.e., African-American or Hispanic) with prior community service. The *Helen Rudolph Memorial Scholarship* is offered to a part- or full-time junior (at least 61 credits) majoring in Jewish Studies. The *Dean Ernest and Marta Schwarcz Scholarship* is awarded to a full-time student with a minimum GPA of 3.0; applicants must demonstrate academic potential. The *May and Samuel Usadi Scholarship* and the *Molly Weinstein Scholarship* are each awarded to a part- or full-time student with academic potential.

The following ACE program awards may be presented to top graduating seniors each spring: the *M. Hrach Zadoian Award for Academic Excellence*; the *Richard H. Hogan Award for Academic Excellence*; the *Sybil Leigh Award for Academic Excellence*; the *Mr. and Mrs. Alfred Lewis Award for Academic Excellence*; the *Diana Conte Award for Academic Excellence*; the *Haleem Rasheed Award*; the *S. Gary Schiller Award*; the *Micheline Weisbroat Award*; the *Aaron Weiss Award*; and the *Kathleen Englert ACE Award*. Funds are provided by various memorials and endowments established for this purpose.



# Africana Studies

*Director:* Deidre B. Flowers

*Office:* Delany 125, 718-997-2845

*Major Offered:* Africana Studies (State Education Code 26461)

The program offers a structured body of courses leading to a major or a minor in Africana Studies. It is designed to provide knowledge of the civilization, history, literature, culture, and institutions of the peoples of Africa, as well as the peoples of African descent in the Caribbean and North America. Offerings consist of courses generic to Africana Studies as a whole as well as the following concentrations: Africa, the Caribbean, and the African-American experience.

Africana Studies should be of special interest to students who have either a cultural or professional interest in the African, African-Caribbean, or African-American experience. It should also be of interest to students who seek to understand a culture or civilization other than their own. It provides the background for graduate work in African, Caribbean, or African-American Studies, and may lead to careers in education, community organization and development, social work, business, media, and international service. Because the program draws from several disciplines, it is an excellent choice for a second major or a minor.

## THE MAJOR

Students who intend to major in Africana Studies must consult the director and file a concentration form before enrolling in AFST 102 or 201. See the box on this page for the requirements for the major and minor.

### REQUIREMENTS FOR THE MAJOR IN AFRICANA STUDIES (MAJOR CODE AFST-BA)

Students who major in Africana Studies must take a total of 36 credits as follows:

#### Required Core Courses (21 credits)

AFST 101, 102 or 201/201W, 232/232W or 234/234W, 300/300W; HIST 277 or 278; PSCI 277 or 278; SOC 271, 272, or 273.

#### Electives (9 credits)

Three courses in one of the following concentrations, provided they have not been taken to fulfill the required core:

1. Africa (Concentration code 00A): AFST 102, 201/201W, and 234/234W; HIST 111; ANTH 211; SOC 273.
2. The Caribbean (Concentration code 00B): AFST 232/232W; HIST 243/243W; LALS 203, 204, 208; SOC 261 and 274; SPST 94.
3. African-American (Concentration code 00C): AFST 102, 201, 202, 234/234W; DRAM 206, 248; ECON 219; ENGL 354 and 355; HIST 277 and 278; SOC 211, 271, and 272.

Two courses (6 credits) must be selected from those above that have not already been chosen, or from ANTH 233, ETHST 310, or MUSIC 5, 239, 240. Consult the director for other courses that may satisfy elective credit for the major.

In addition, students must take three semesters of Arabic, French, Italian, Portuguese, or Spanish or pass a proficiency examination in an African language equivalent to the intermediate level. Students who have satisfied the college's foreign language requirement in any of these languages do not have to take another language.

### REQUIREMENTS FOR THE MINOR IN AFRICANA STUDIES (MINOR CODE AFST-MIN)

Students who minor in Africana Studies must take a minimum of 21 credits from the offerings listed in the program. At least 12 of these credits must be in the required core curriculum noted above.

*Note:* Core courses may not be used as electives.

## COURSES

**AFST 101. Survey of African Civilization I.** 3 hr.; 3 cr. An interdisciplinary survey of African civilization from the earliest times to the sixteenth century. The course will focus on the origins and development of civilization in Africa (Egyptian, Sudanic, Ethiopic, Malian, Ghanaian, Songhai, Zimbabwean, etc.).

**AFST 102. Survey of African Civilization II.** 3 hr.; 3 cr. An interdisciplinary survey of African civilization from the sixteenth century to the present. The course will focus on the impact upon African civilization, culture, politics, and society of European expansion and colonialism in Africa.

**AFST 201, 201W. Introduction to Black Cultures.** 3 hr.; 3 cr. Prereq.: ENGL 110. The course will focus on the concept of culture as it relates to specific cultures in West Africa, the Caribbean, and the United States.

**AFST 202. The Black Urban Experience.** 3 hr.; 3 cr. Prereq.: AFST 101 and 102, or permission of the instructor. An interdisciplinary study of the experience of black Americans in urban areas from World War I to the present. Special attention will be given to the effect of economic, political, and social factors on the black community and its institutions.

**AFST 232, 232W. Caribbean Literature.** 3 hr.; 3 cr. Prereq.: ENGL 110; sophomore standing or permission of the instructor. This course will examine how major writers of the Caribbean address questions of cultural and national identity in their poetry, fiction, essays, and drama.

## AFRICANA STUDIES

### **AFST 234, 234W. Black Women Writers.**

3 hr.; 3 cr. Prereq.: ENGL 110; sophomore standing or permission of the instructor. This comparative study of women writers from Africa, the Caribbean, and the United States will examine the ways in which these writers re-envision history and challenge traditional conceptions of gender, race, and class.

### **AFST 300, 300W. Seminar in Africana Studies.**

3 hr.; 3 cr. Prereq.: ENGL 110; junior standing and permission of the instructor. Topics to be announced.

### **Joint Offerings**

Students may also plan a joint program in Africana Studies and either anthropology, economics, education, history, linguistics, political science, sociology, or urban studies. Students must take 24 credits of required courses in Africana Studies and 24 credits in the other department. Six of the 24 credits in the other department must be related to Africana Studies. See the appropriate department listing for credit information, description, and course scheduling.

### **Community Service Program**

Africana Studies involves its students in a program of meaningful service to the black community of Queens in the context of a fieldwork course.



# American Studies

*Director:* Kristin Ceello

*Office:* Powdermaker 352A, 718-997-5351

*Major Offered:* American Studies (State Education Code 02695)

The past decades have seen the growth of a variety of heated controversies about culture, history, and social structure in the United States. A number of factors have contributed to this development: the awareness that U.S. history is a creation of many different peoples and interests; the perception that social forms are the product of contest as well as consensus; the elaboration in different disciplines of new methods and perspectives for the study of U.S. society, culture, and history; and the realization that a changing global setting has a great deal to do with the changing characters and characteristics of different nations.

The aim of this major is to develop a multifaceted understanding of the societies of the United States and its hemispheric neighbors: their origins, their histories, their economic, social, and political institutions; their philosophies; their distinctive cultures; their global settings and connections; and their artistic and intellectual achievements. American Studies is an interdisciplinary major, offering students the opportunity to design an individualized course of study in a number of subject areas, thereby enabling them to obtain a broad knowledge of the cultures, histories, and societies of the Western hemisphere.

## **REQUIREMENTS FOR THE MAJOR IN AMERICAN STUDIES (MAJOR CODE AMST-BA)**

American Studies majors are required to complete a minimum of 36 credits on the American experience:

### **Required (12 credits)**

AMST 110 (with a minimum grade of *B*) and 9 additional credits in American Studies courses, including one 300-level course.

### **Electives (24 credits)**

12 credits from the list of courses in one of the three Perspectives on American Experience (Artistic, Historical, and Social); and 6 credits from the list of courses in each of the other two Perspectives.

## **THE MAJOR**

Students who plan to major in American Studies must have a minimum grade of *B* in AMST 110.

Interested students should meet with the director to plan their course of study as early as possible in their college careers. They should file their concentration form with the director by their lower junior semester. AMST 110 should be taken by majors as soon as possible and normally precedes courses taken in each of the three Perspectives on American Experience. Students must maintain a cumulative 2.0 grade-point average in courses applicable to the major.

Honors in American Studies will be granted to majors who maintain a cumulative 3.5 grade-point average in American Studies and write an honors essay approved by the Advisory Committee.

See the box on this page for the requirements for the major and the minor.

### **Perspectives on American Experience**

As an interdisciplinary program, American Studies draws on the resources of other departments and programs in the college. The following list offers students a wide range of choices within which to satisfy the requirements for a major or minor in American Studies.

## **REQUIREMENTS FOR THE MINOR IN AMERICAN STUDIES (MINOR CODE AMST-MIN)**

The minor consists of 18 credits, of which 9 must be in American Studies courses and 9 in courses drawn from **one** of the Perspectives on American Experience. A cumulative 2.0 grade-point average must be maintained in these courses.

### **Perspectives on American Arts**

ARTH 251, 252

DRAM 206

ENGL 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 393, 395

MUSIC 5, 236, 237, 238, 239, 240, 241

### **Perspectives on American History**

HIST 103, 104, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 272, 273, 274, 275, 276, 277, 278, 279, 280, 282, 283, 284, 285, 286, 288, 331, 332

PHIL 147, 148

### **Perspectives on American Society**

ANTH 207, 213, 214

ECON 214, 219, 223, 224, 242, 246

PSCI 100, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 229, 273, 381

SOC 103, 210, 211, 218

URBST 14, 107, 202, 251

## AMERICAN STUDIES

### COURSES

**AMST 110, 110W. Introduction to American Society and Culture.** 3 hr.; 3 cr. Prereq.: ENGL 110; lower sophomore standing. An interdisciplinary study of the creation of the cultures of the United States. The course will explore a range of cultural activities and experiences in America from the seventeenth century to the present, including: the production of art and literature; the construction of national ideologies; the structuring of economic, political, and social life; and the changing significance of the environment.

**AMST 134W. Writing Tutorial.** 1 hr.; 1 cr. Prereq.: ENGL 110. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a Writing Tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**AMST 135W. Writing Workshop.** 1 hr.; 1 cr. Prereq.: ENGL 110. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a Writing Workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**AMST 210. American Lives.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120W. A study of how different Americans describe their own lives in autobiographies and other kinds of personal documents. The course will explore how “the American character” expressed itself at different times in different places and how various writers—both famous and obscure—tried to present themselves as unique individuals and as representative Americans.

*Note:* The following courses—AMST 212, 214, 216, 218, 220, 222, and 300W—are cross-listed with a variety of other courses offered throughout the college by different departments each semester. Consult the director for information.

**AMST 212. The Popular Arts in America.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120W. The growth and development of the popular arts in America, with particular emphasis on such forms as popular literature, photography, film, and advertising. The course will consider how popular art affects large audiences, how it succeeds as art, and how it yields a broad range of insights into our national life. The emphasis of the course will vary from semester to semester, but it may *not* be repeated for credit.

**AMST 214. An American Decade.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120W. A study of the significant political, social, and cultural currents through one decade of American life. This interdisciplinary course leads to a richer understanding of the manners, morals, tastes, and general ideas of a particular period in American life. This course may be repeated once for credit provided the decade is different.

**AMST 216. Myths and Ideologies in the United States.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120W. This course will focus on one or more components of U.S. national mythology, such as the United States as the land of opportunity and success, the United States as the nation of nations, the United States as a new land free of history, and the United States as a light to all nations. The course will consider the origin and development of such myths, their deployment in a number of different areas of U.S. culture and social life, and their truth or falsity.

**AMST 218. Native American History and Culture.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120W. A study of the history and cultures

of Native American peoples, hemispheric in scope and interdisciplinary in method. The particular focus of the course will vary from semester to semester, but may include such topics as language, literature, art, religion, and social organization. The course may be repeated for credit if the subject matter is different.

**AMST 220. Gender, Race, Ethnicity, and Class in the United States.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120W. An interdisciplinary study of gender, race, ethnicity, and class in U.S. society and cultures. The particular focus of the course will vary widely from semester to semester, emphasizing different issues (i.e., gender, race, ethnicity, immigration, and class), different periods, different disciplines and texts, and different aspects of U.S. society (for example, its social structures, histories, cultures). The course may be repeated for credit if the subject matter is different.

**AMST 222. The United States in Its Global Setting.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120W. An interdisciplinary study of U.S. society and cultures in an international perspective. The particular focus of the course will vary considerably from semester to semester, emphasizing cross-cultural analysis and/or theoretical work on U.S. society and culture in one or more of the following contexts: the Americas; colonialism and nationalism; contemporary globalization; and global diasporas and population flows. The course may be repeated for credit if the subject matter is different.

**AMST 300W. Selected Topics in American Studies.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and AMST 110. Designed to provide advanced study of a selected topic in American Studies. The topic will vary from semester to semester and will be announced in advance. This course may be repeated for credit provided the topic is different.

# Anthropology

*Chair:* Larissa Swedell

*Dept. Office:* Powdermaker 314

718-997-5510; Fax: 718-997-2885

*Professors:* Birth, Collins, Halliburton, Pechenkina,

Plummer, Pugh, Strassler, Swedell; *Associate*

*Professors:* Bauer, Elisha, Limbert, Madimenos,

Makihara, Moore; *Assistant Professors:* Rodriguez,

Victor; *Department Secretary:* Greene; *Departmental*

*Aid:* Arellano; *Professors Emeritus:* Hansen, Sanjek,

Stinson, Waterbury

*Major Offered:* Anthropology (State Education  
Code 26459)

The department aims to give students a knowledge of human origins and development, the varieties of human cultures, and cultural and social complexities of our species.

A major in anthropology provides the necessary preparation for graduate work in the field, as well as valuable background for careers in education, international studies, medicine and allied professions, sociology, and social work, and for participation in community organizations.

## THE MAJOR

Students wishing to major in anthropology may choose between two concentrations: *general anthropology* and *pre-professional anthropology*.

Students must declare their intention to major in anthropology by requesting a department advisor and by completing a concentration form in consultation with the advisor. Students intending to pursue graduate studies in anthropology (pre-professional majors) are especially encouraged to work closely with a faculty advisor and obtain the department's recommendations for pre-professional coursework. Although course requirements are designed to prevent premature undergraduate overspecialization, there is sufficient flexibility to

### REQUIREMENTS FOR THE MAJORS IN ANTHROPOLOGY (MAJOR CODE ANTH-BA)

All courses applied to the major must be completed with a grade of C– or better.

**General Anthropology Concentration  
(CONCENTRATION CODE ANTH-GEN)** requires 33 credits distributed as follows:

**Required (3 credits):** ANTH 200.

**Electives (30 credits):** Three courses from ANTH 101, 102, 103, 104; one course from ANTH 201, 240, 260, 280; one course from ANTH 201 (if not already taken), 204–219; 241–249, 288; two 300-level courses; three additional courses, two of which must be 200 or above. No more than 3 credits of ANTH 390 through 397 may be used as part of the major without the approval of the Advising Committee.

**Pre-Professional Concentration  
(CONCENTRATION CODE ANTH-PPRO)**  
requires 39 credits distributed as follows:

permit a student to emphasize cultural, biological, archaeological, or linguistic anthropology. The selection of elective courses in the field of interest (both from within and outside the department) should be done in consultation with a faculty advisor from the respective subdiscipline. In special cases, some requirements may be waived with the approval of the chair.

Anthropology is an excellent complement to majors such as Latin American & Latino Studies. Interdisciplinary majors also may be arranged.

See the box on this page for the specific requirements for the general and pre-professional majors and the minor.

### Department Honors and Awards

Department honors at commencement are awarded to majors and minors on the basis of academic average and other indicators of excellence. Students with grade-point averages of 3.5 or better who would like to receive *High Honors* in anthropology should apply to the department before the start of their senior year for permission to write an honors thesis on a subject

**Required (6 credits):** ANTH 200, and 238.

**Electives (33 credits):** Three courses from ANTH 101, 102, 103, 104; one course from ANTH 201, 240, 260, 280; one course from ANTH 201 (if not already taken), 204–219; 241–249, 288; one ANTH synthesis/capstone course; two 300-level courses; three additional courses, two of which must be 200 or above. No more than 3 credits of ANTH 390 through 397 may be used as part of the major without the approval of the Advising Committee.

### REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY (MINOR CODE ANTH-MIN)

The minor in anthropology requires 18 credits. All courses must be completed with a grade of C– or better.

**Required (9 credits):** Three courses from ANTH 101, 102, 103, 104.

**Electives (9 credits):** One course from ANTH 201, 240, 260, 280; any two additional courses from ANTH 200 or above.

chosen by them in consultation with a member of the faculty. The department gives nine awards: The *Lynn Ceci Archaeology Award*, given to the most promising graduating major specializing in archaeology; the *Faculty Award*, given to the student graduating with the highest grade-point average in anthropology; the *Paul Mahler Memorial Award*, given to the most promising graduating major specializing in physical (biological) anthropology; the Warren DeBoer Memorial Scholarship, given to the most promising junior undergraduate interested in archaeology; the *Most Promising Student Award*, given to the most promising student (major/minor) currently enrolled in the anthropology program; the *Hortense Powdermaker Award*, given to the most promising graduating major specializing in cultural/linguistic anthropology; the *Service Award*, given to a graduating student in recognition of service to the department; and the *Frank Spencer Memorial Scholarship Award*, given to the most promising junior concentrating in biological anthropology. *Honors* are awarded to graduating students with a grade-point average greater than 3.5; *Thesis*



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*Honors* are awarded to graduating majors upon successful completion of a Senior Honors Thesis (ANTH 390).

### Sequence of Courses

Anthropology courses are numbered as follows:

**ANTH 101–104:** Introductory-level courses with no prerequisites.

**ANTH 200–279:** Intermediate courses in the various subdisciplines of anthropology: cultural anthropology (200–239), biological anthropology (260–279), and archaeology (240–259). Prerequisites: 6 credits in social science or sophomore standing. (Note special requirements for ANTH 200, 229, 235, 238, 250, 251, 253, 259, 260, 270, 272, 275, and 279. Consult the entries under these numbers.)

**ANTH 301–397:** Advanced courses (usually for majors) requiring junior standing and often having special requirements. (Consult the entries under these numbers.)

*Note:* ANTH 219, 239, 249, 259, and 279 are “selected topics” courses to be offered from time to time. These are for special interest and/or experimental offerings in the various subdisciplines of anthropology. Information about selected topics courses to be offered each semester will be distributed in the department’s *Announcement of Course Offerings*, which is available in the department office prior to the registration period. Special schedules are indicated by semester<sup>†</sup> or as potential offerings.<sup>††</sup>

## COURSES

### ANTH 101. Introduction to Cultural

**Anthropology.** 3 hr.; 3 cr. This course introduces students to the range of human cultural diversity through an exploration of the variety of societies and cultures of the world. The course also familiarizes students with the methods and theories that anthropologists use to describe, analyze, and explain cultural systems. (WCGI) Fall, Spring

**ANTH 102. Introduction to Human Evolution.** 3 hr.; 3 cr. A survey of the basic principles of: evolution and genetics, biological variation in living human populations, a comparison of humans and other primates, and the fossil evidence of human evolution. (SW, SCI) Fall, Spring

**ANTH 103. Introduction to Archaeology.** 3 hr.; 3 cr. This lecture course traces the major developments in human history and illustrates the methods archaeologists use to study the past. The origins of cultural behavior, the invention of agriculture and its consequences, and the development of civilization are examined. (SW, SCI) Fall, Spring

**ANTH 104/LCD 104. Language, Culture, and Society.** 3 hr.; 3 cr. The role of language as a significant aspect of culture as well as linguistic and cultural diversity around the world are considered in this survey of anthropological linguistics. (CV, WC) Fall, Spring

*Note:* Either ANTH 101, 102, 103, or 104 may be taken alone, and if all are taken there is no necessary sequence. However, the courses together are designed to give a meaningful survey of anthropology and are a recommended sequence.

**ANTH 108/LCD 101. Introduction to Language.** 3 hr.; 3 cr. A survey of the study of language: structure, language, and society, first and second language acquisition, and other related topics. Fall, Spring (LANG)

**ANTH 134W. Writing Tutorial.** 1 hr.; 1 cr. Prereq.: ENGL 110. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a Writing Tutorial satisfies one of the college’s writing-intensive course requirements. May be repeated for credit.

**ANTH 135W. Writing Workshop.** 1 hr.; 1 cr. Prereq.: ENGL 110. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on

writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a Writing Workshop satisfies one of the college’s writing-intensive course requirements. May be repeated for credit.

**ANTH 200. History of Anthropology.** 3 hr.; 3 cr. Prereq.: 6 credits in anthropology or permission of the instructor. A survey of anthropological theories, methodologies, and practitioners from anthropology’s inception to the present. Fall, Spring

**ANTH 201. Essentials of Cultural Anthropology.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Ethnography—the descriptive study of peoples—is the cornerstone of anthropological endeavor. This course explores the relationship between intensive examinations of small populations and broad interpretations of the human condition. Emphasis is placed on close analyses of ethnographies representing differing theoretical positions. Fall, Spring

**ANTH 203. Human Sexuality.** 3 hr.; 3 cr. Sexuality is examined from the perspective of both physical and cultural anthropology. Topics covered include: an examination of Western approaches to sexuality; the history of sexology with particular reference to the contributions of anthropologists; the evolution of sexual reproduction (with special reference to distinctively human aspects); and sexual practices and ideology considered cross-culturally. Fall, Spring

**ANTH 204. Anthropology of Islam.** 3 hr.; 3 cr. Prereq.: ANTH 101 or permission of the instructor. Introduction to Islamic practices and the diversity of Islamic traditions as well as to how anthropologists have engaged with these practices and traditions in their local variations, transnational connections, and global representations. After preliminary discussions of the early history of Islam and the fundamentals of practice and belief, the course will explore such topics as

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mysticism and “local Islams,” early and late twentieth-century debates about “modernity,” notions of gendered piety and the body, banking and finance, as well as legal practices, media technologies, and Islam in Europe and the United States. The course is open to students both familiar and unfamiliar with Islam.

### Cultural Area Courses

*Note:* The department publishes specific descriptions of its “Regional Peoples” courses each semester they are offered that are appropriate for the faculty member offering the course.

**ANTH 205. Peoples of Mexico and Central America.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.

**ANTH 206. Peoples of South America.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.†

**ANTH 207. Native North Americans.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.

**ANTH 208, 208W. Peoples of South Asia.** 3 hr.; 3 cr. Prereq.: ENGL 110; six credits in social science or sophomore standing.††

**ANTH 209. Peoples of Europe.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.††

**ANTH 210. Peoples of East Asia.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.††

**ANTH 211. Peoples of Africa.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.††

**ANTH 212. Peoples of the Middle East.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.††

**ANTH 213. Peoples of the Contemporary United States.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.††

**ANTH 214. Peoples of New York City.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.††

**ANTH 215, 215W. Peoples of the Caribbean.** 3 hr.; 3 cr. Prereq.: ENGL 110; six credits in social science or sophomore standing.††

**ANTH 216. Peoples of Southeast Asia.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.

**ANTH 219. Topics in Cultural Area Studies.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Topics will be announced. Course may be repeated provided the topic is not the same.††

**ANTH 220. Food and Culture.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. This course introduces students to anthropological concepts and research that bear on the subjects of food, eating, nutrition, and disease. Topics covered include origins of human food-related behaviors; changing dietary patterns as revealed by archaeology and physical anthropology; cultural aspects of diet, disease, and malnutrition; the relationship between diet and social organization, as well as symbolic aspects of human food taboos and preferences.

**ANTH 222. Sex, Gender, and Culture.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. This course will examine the social construction of gender in a wide range of cultures. Beginning with the question of the degree to which gender roles are biologically determined, we will focus our attention on the divergence of gender roles and the nature of gender inequality throughout the world. We will analyze power dynamics between men and women at the household level, the community level, and in the larger context of the state for a variety of societies ranging from hunter gatherers in Africa, to peasants in China, to professionals

in the United States. We will discuss the ways in which women in different cultures obtain degrees of autonomy and power within their cultural contexts. The course will draw on theoretical and ethnographic readings dealing primarily with non-Western societies.†

**ANTH 224. Religion: Belief and Ritual.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.††

**ANTH 225. Medical Anthropology.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Examination of social and cultural issues related to health and illness, including issues of how social inequality affects the incidence of illness and access to healthcare and explorations of non-Western systems of healing.

**ANTH 231, 231W. Music, Culture, and Society.** 3 hr.; 3 cr. Prereq.: ENGL 110; six credits in social science or sophomore standing, and ENGL 110. In examining the social and cultural significance of music, this course focuses on representing the relationship between music, culture, and society through writing. No knowledge of music theory is required.

**ANTH 232. Photography and the Visual World.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Students learn to think critically about how photographic images shape the ways we see ourselves and the world around us.

**ANTH 233. Race, Class, and Ethnicity.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Physical differences among human populations are complex, continuous, and include many more invisible than visible traits. After brief consideration of human genetic variation around the world, we examine cultural schemes that segment and compress this diversity into a small number of “races.” Racial systems emerge in particular historical and cultural settings, always involve differences in power,

## ANTHROPOLOGY

and vary from society to society. Readings and lectures focus on inequality and its relationship to concepts of race, ethnicity, and class in different parts of the world.††

**ANTH 237. Violence.** 3 hr.; 3 cr. Prereq.: Six credits in a social science or sophomore standing. Violence takes many forms, from the everyday violence of inequality, poverty, and discrimination to more spectacular forms such as war, terrorism, and mass shootings. This course examines how anthropologists use ethnographic methods to explore the many causes and forms of violence, as well as the ways that individuals and communities try to rebuild their shattered worlds in the aftermath of violent conflict.

**ANTH 238. Research Design and Method.** 3 hr.; 3 cr. Prereq.: Six credits in anthropology. This course shows students how anthropologists go about answering the questions they ask. We look at how research is designed, how data are collected and analyzed, and how empirical results are presented. Students will learn the fundamentals of sampling, descriptive and inferential statistics, and techniques for displaying relationships graphically. Fall

**ANTH 239, 239W. Topics in Cultural Anthropology.** 3 hr.; 3 cr. Prereq.: ENGL 110; six credits in social science or sophomore standing. Topics will be announced. Course may be repeated provided the topic is different.††

**ANTH 240. Essentials of Archaeology.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. An examination of archaeological techniques and methods of interpretation that provide the basis for reconstruction of the lifeways of past cultures. Fall, Spring

**ANTH 241. The Aztecs, Maya, and Olmecs.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. The development of complex societies in Mexico and Central America focusing on the Olmecs, Maya, Aztecs, Mixtecs, and Teotihuacán.

Pre-16th-century development of agriculture, the concept of zero, intricate calendars, writing, political and religious hierarchies, and immense ceremonial architecture in relation to general explanations for the emergence and collapse of complex societies.

**ANTH 242, 242W. Archaeology of Europe.** 3 hr.; 3 cr. Prereq.: ENGL 110; six credits in social science or sophomore standing. This lecture course traces the major themes in the cultural development of Europe. From the florescence of Paleolithic art through the spread of the Indo-European language to the impact of the Roman Empire on the Celtic world, this course tracks the changing forms of social integration.††

**ANTH 243. Archaeology of North America.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Examines the development of North American cultures from the arrival of humans on the continent through the impact of European colonization.††

**ANTH 245. Archaeology of South America.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Examines the development of cultures from the first peopling of South America to the arrival of the Europeans.††

**ANTH 246, 246W. Archaeology of the Near East.** 3 hr.; 3 cr. Prereq.: ENGL 110; six credits in social science or sophomore standing. The Near East is considered the locus of many of the world's most significant socio-cultural "firsts," including the origins of agriculture, the earliest cities, the earliest writing system, and some of the world's oldest empires. This course reviews the archaeology of the Near East from the Mesolithic (ca. 18,000 BC) to the aftermath of the Bronze Age (ca. 1000 BC), and discusses current academic debates over some of the sociocultural "firsts" attributed to it. In addition, we will look at the history of archaeology in the region and consider its political context in the past and present.

**ANTH 247. Archaeology of Ireland.** 3 hr.; 3 cr. Prereq.: ENGL 110; six credits in social science or sophomore standing. The development of Irish society from the initial settlement by foraging peoples through the development of agriculture and metallurgy to the origins of chiefdoms and states. Special attention is given to the Celtic Iron Age Society.

**ANTH 249. Topics in Archaeological Area Studies.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing or permission of the instructor. Topics will be announced. Course may be repeated provided the topic is different.††

**ANTH 250. Field Methods in Archaeology.** ANTH 250.1–250.6, 1–6 hr.; 1–6 cr. Prereq.: ANTH 103 or 240. Field training in archaeological survey and excavation in actual selected field sites. Basic archaeological field techniques will be taught, and students will develop skills in scientific data-recording procedures. Prehistoric sites will be located, mapped, and described, and cultural materials will be recovered in the field for subsequent laboratory analysis. Course may be retaken for a maximum combined total of 6 credits.††

**ANTH 256. Archaeology of Food.** 3 hr.; 3 cr. Prereq.: ANTH 240. As an intensely social activity, food plays a central role in our lives. This course focuses on the study of food as a way to understand past prehistoric and historic-period societies. Using case studies, we will examine the origin, development, and cultural significance of the foods we eat, delve into the role of food in human evolution, follow the development of foodways through time, and learn how archaeologists use a wide range of artifacts, features, plant and animal remains, and biochemical data to recover information about foods.

**ANTH 258. Cultural Property, Heritage and the Law.** 3 hr.; 3 cr. Prereq.: 6 credits in social science or sophomore standing. This course addresses the politics of heritage, the destruction of antiquities, indigenous

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rights, and control over cultural practices and products. It introduces students to the debates and policies that have developed around these issues over the past 40 years, and it introduces how the U.S. and international legal systems work in the context of cultural policy.

**ANTH 259. Topics in Archaeology.** 3 hr.; 3 cr. Prereq.: ANTH 103 or 240. Topics will be announced. Course may be repeated provided the topic is different.††

**ANTH 260. Essentials of Biological Anthropology.** 3 hr.; 3 cr. Prereq.: ANTH 102 or any college biology course. An in-depth overview of the method and theory of biological anthropology to solidify student understanding of the discipline's key concepts via in-class discussions and hands-on exercises. Fall, Spring

**ANTH 262. Introduction to Primates.** 3 hr.; 3 cr. Prereq.: ANTH 102 or permission of the department. A comprehensive overview of the Order Primates from both a biological and a behavioral/ecological focus, this course examines the similarities and differences between human and primate behavior and biology and their implications for human evolution.†

**ANTH 264. Faunal Analysis.** 3 hr.; 3 cr. Prereq.: Sophomore standing or permission of the instructor. This course will give students training in the study of animal bones from archeological and paleontological sites. A broad survey of skeletons from a variety of animals (mammals, birds, reptiles, and fish) leads to a focus on the bones of medium-sized ungulates commonly found at archeological sites (e.g., the white-tailed deer *Odocoileus virginianus*). The class period will be divided between lecture and lab time. Students will be involved in hands-on identification of bones, and will learn to identify damage on bones made from weathering, butchery with stone tools, and carnivore feeding. Experiments will be carried out to illustrate the relationship between particular activities and specific types of bone damage.

**ANTH 270. Human Disease.** 3 hr.; 3 cr. Prereq.: ANTH 102 or any college biology course. This course is an introduction to the principles and methods used by epidemiologists to determine the causes and study the distribution of diseases in human populations. Cultural aspects of disease are integrated with archaeology and physical anthropology in a broad historical survey to illustrate the impact of disease on historic populations.†

**ANTH 272. The Human Skeleton.** 3 hr.; 3 cr. Prereq.: ANTH 102 or any college biology course. Using an anthropological and evolutionary perspective, this course combines an anatomical and functional approach in order to acquaint students with the human skeleton and identification of skeletal remains. Also introduces students to metric studies and to the use of osteometric and anthropometric instruments.††

**ANTH 275. Disease in the Past.** 3 hr.; 3 cr. Prereq.: ANTH 102 or any college biology course. Health and biocultural adaptations in prehistoric populations will be explored by examining the effects that stressors such as infectious disease, poor nutrition, traumatic injury, and occupational hazards have on the skeletal system.

**ANTH 276, 276W. Evolution of the Human Life Cycle.** 3 hr.; 3 cr. Prereq.: ENGL 110; ANTH 102 or permission of the instructor. An examination of the human life cycle from an evolutionary perspective. Features of the human life cycle such as pregnancy, childbirth, child growth, parental behavior, reproductive behavior, and aging will be compared to those of non-human primates and extinct hominids to try to understand how, when, and why the particular features of the human life cycle evolved.

**ANTH 279. Topics in Biological Anthropology.** 3 hr.; 3 cr. Prereq.: ANTH 102 or 260 or any college biology course. Topics will be announced. Course may be repeated provided the topic is different.††

**ANTH 280/LCD 280. Language and Social Identity.** 3 hr.; 3 cr. Prereq.: 6 credits in social science, or in courses in the Linguistics and Communication Disorders Department, or permission of the instructor. This course will introduce the linguistic and social theories that are used to examine the relationship between identities and the use of language. It explores these issues through reading ethnographic accounts and conducting projects in conversation analysis.

**ANTH 285/LCD 205. Sociolinguistics.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108 or LCD 105, or LCD104/ANTH 104. Introduction to the study of the relationship between language and society. Sociocultural factors which influence language form, use, and history. Fall

**ANTH 289. Topics in Linguistic Anthropology.** 3 hr.; 3 cr. Prereq.: six credits in social science or in courses in the Linguistics and Communication Disorders Department, or sophomore standing, or permission of the instructor. Course may be repeated once for credit provided the topic is different.

**ANTH 290W. Topics in Anthropology.** 3 hr.; 3 cr. Prereq.: ENGL 110. This course will have exams that include essay questions and 10–15 pages of writing (either several short papers or one longer paper done in stages). Opportunity will be provided for students to receive feedback on their writing and for explanation of the necessary ingredients of a good paper and good writing. May be repeated for credit provided the topic is different.

**ANTH 295. Independent Studies in Anthropology.** ANTH 295.1–295.6, 1–6 hr.; 1–6 cr. Prereq.: Three of the introductory anthropology courses (ANTH 101, 102, 103, 104), one course from among ANTH 201, 235, 240, or 260, and permission of the instructor. This course permits a student, under the supervision of a faculty member, to plan, propose, and, once approved, conduct an individualized program of independent study on a topic of anthropologically related interest or concern. May be repeated for a maximum of 6 credits.

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**ANTH 302. Ecology and Culture.** 3 hr.; 3 cr. Prereq.: Nine credits in anthropology and junior standing. This seminar focuses on the question, Why do cultures change? Taking ethnographic and archaeological examples of foragers, herders, and farmers, the class will examine the relationship between environmental change, human population growth, technological change, the organization of the economy, and the exercise of power.††

**ANTH 304. Anthropology of Development.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. Third world and indigenous peoples are being incorporated more fully into the modern world system by means of processes generally labeled as “development.” Through an examination of several cases, this course will analyze the economic, political, cultural, demographic, and ecological impacts of this process.††

**ANTH 306. Anthropology of Religion.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. This course explores theoretical debates in anthropology concerning religion. In doing so it addresses both the issue of general theories of religion and their applicability in specific cultural contexts.†

**ANTH 308. Urban Anthropology.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. An introduction to cities in historical and global perspective, this course examines urban origins, theories of development of pre-industrial cities, transformations of urban life in the industrial revolution, and the interplay of race, ethnicity, class, and gender in contemporary cities around the world. Final focus is on U.S. centers and forms of cultural and economic integration that mark all settlements in the contemporary global arena.†

**ANTH 309. Psychological Anthropology.** 3 hr.; 3 cr. Prereq.: Nine credits in anthropology, including ANTH 201 or 240 or 260. This course examines the major theoretical movements in the field of psychological anthropology by surveying four major issues in the field: the relationship of phylogeny and ontogeny; motivation, personality, and mental illness; ethnopsychologies; and cognition. In all four, the central theme is the relationship of culture to behavior or thought.††

**ANTH 320. Contemporary Anthropological Theory.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. This course provides an overview of contemporary anthropological theory, including symbolic, interpretive, Marxist, post-structuralist, postmodern, feminist, and historical anthropology. We will read articles by leading theorists and ethnographies which utilize contemporary theory.††

**ANTH 330. Seminar in Cultural Anthropology.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. Course may be repeated for credit provided the topic is different. Spring

**ANTH 332. Anthropology of Memory.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including 200 and 201 as a pre- or co-requisite or permission of the instructor. Examination of the interplay of individual and collective memory and the processes through which representations of the past are produced and challenged. We will pay special attention to how the media of memory—images, rituals, stories, monuments, and landscapes—shape the ways the past is recalled and selectively forgotten.

**ANTH 340. Archaeological Method and Theory.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology, including ANTH 240 and at least one course numbered ANTH 241 to 259, and junior standing. In this seminar,

students will examine the theories that have guided archaeological research, and the methods developed to pursue these goals. Spring

**ANTH 342. Origins of Complex Society.** 3 hr.; 3 cr. Prereq.: Nine credits in anthropology, including at least two courses numbered ANTH 200 or higher. This course examines the appearance and development of institutionalized inequalities, and the major forms of political organization humans have devised. Proposed explanations for these phenomena will be evaluated against ethnographic and archaeological examples of complex societies.††

**ANTH 350. Seminar in Archaeology.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology, including at least one course numbered ANTH 240 to 259 and junior standing. Course may be repeated for credit provided the topic is different.††

**ANTH 354. Time.** 3 hr.; 3 cr. Prereq.: ANTH 101 or 103, and completion of the Pathways flexible core requirements. The exploration of human understanding and experience of time from multiple perspectives including the social sciences, philosophy, literature, and the natural sciences. (SYN)

**ANTH 360. Method and Theory in Biological Anthropology.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including at least one course numbered ANTH 260 to 279 and junior standing or permission of the instructor. Examination of the theories that guide research in biological anthropology and the methods in the study of the origin and variation of the human species. Readings and lectures are directed to an understanding of not only specific concepts and the debates they have engendered, but also the nature of the scientific enterprise.††

**ANTH 361W. Human Variation.** 3 hr.; 3 cr. Prereq.: ANTH 260 or two college biology courses and junior standing. Humans live in a greater variety of environments than any other animal. This course will

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examine the ways in which humans adapt biologically and culturally to different environments, and how this adaptation has produced the biological variation seen in contemporary human populations. Major topics to be covered include human growth, nutritional variation, disease, and adaptations to climatic stresses such as heat, cold, high altitude, and solar radiation.

**ANTH 362. Human Paleontology.** 4 hr.; 4 cr. Prereq.: ANTH 260 or two college biology courses and junior standing. Human paleontology is a study of the fossil evidence for human evolution. This class will examine morphological diversity of extinct human taxa, to better understand the biological relationships, behaviors, and adaptations of our extinct relatives, and to gain a deeper understanding of when the characteristics defining modern humans emerged.†

**ANTH 363. Interpreting the Human Skeleton.** 3 lec., 1 lab. hr.; 4 cr. Prereq.: ANTH 260 or two college-level biology courses, ANTH 272, ANTH 103, and junior standing. An interdisciplinary approach to research on human skeletal remains from archaeological contexts, introducing students to widely accepted methods for reconstructing patterns of subsistence, diet, disease, demography, and physical activity based principally on the analysis of such remains.

**ANTH 368. Evolution and Human Behavior.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology, including ANTH 101 and 102. This course focuses on a critical examination of the links between evolutionary theory and human behavior via reading and discussion of original research in a seminar format.

**ANTH 369. Primate Behavior and Ecology.** 3 hr.; 3 cr. Prereq.: ANTH 260 or 262, or two college biology courses and junior standing, or permission of the instructor. Examination of the behavior and ecology of non-human primates—lemurs, lorises, galagos, tarsiers, monkeys, and apes—from a biological

and evolutionary perspective. Topics include feeding ecology, predation, socioecology, sexual selection, kin selection, altruism, dominance, life history, reproduction, mating behavior, reproductive strategies, cognition, social intelligence, and communication. The behavioral ecology of primates will also be compared to that of other mammals as a means of seeing how primates fit into their natural world.

**ANTH 370. Seminar in Biological Anthropology.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology, including at least one course numbered ANTH 260 to 279, and junior standing. Course may be repeated for credit provided the topic is different.††

**ANTH 371. Nutritional Anthropology.** 3 hr.; 3 cr. Prereq.: Nine credits in anthropology and junior standing, or permission of the instructor. This seminar course will examine the ways that anthropologists study food and nutrition, ranging from human nutritional requirements and the evolution of human diet to the theoretical approaches that can be used to analyze and explain human diet.

**ANTH 375. The Human-Primate Interface.** 3 hr.; 3 cr. Prereq.: Senior standing. Exploration of the interface between humans and nonhuman primates from a multidisciplinary perspective. Topics include the behavioral biology and ecology of nonhuman primates; the contribution that nonhuman primates can make to the study of the evolution of social behavior and language in humans; the history of primatology as a science; gender issues in science and primatology; the cultural role of primates in societies past and present; the relationship between humans and animals from a philosophical perspective; and historical, economic, and ecological issues related to nonhuman primate conservation, commensalism, and human-wildlife conflict across the globe. (SYN)

**ANTH 380. Seminar in Linguistic Anthropology.** 3 hr.; 3 cr. Prereq.: twelve credits in anthropology or linguistics, or permission of the instructor. Course may be repeated for credit provided the topic is different.

**ANTH 388/LCD 388. Voices of New York.** 3 hr.; 3 cr. Prereq.: six credits in social sciences or in courses in the Department of Linguistics and Communication Disorders, or permission of the instructor. A research seminar for students using sociolinguistic and anthropological perspectives to explore current language use and attitudes in New York. Under the guidance of experienced language researchers, students formulate research questions, and design and carry out original field research projects to answer these questions. Findings will be presented to the professors, the class, and posted at a dedicated website. (SYN)

**ANTH 390. Senior Honors Thesis.** 3 hr.; 3 cr. Prereq.: Major in anthropology, junior standing, at least 21 credits completed, a grade-point average of 3.5, and department permission. All majors who have received a grade-point average of 3.5 or better and who would like to receive high honors in anthropology may apply to the department in their upper junior year for permission to write an honors thesis on a subject chosen by them in consultation with a member of the faculty. A faculty member will work with them to help them develop an appropriate research project, prepare a bibliography, and establish a research design appropriate to the project. Students who complete this project with a *B* or better will receive high honors in anthropology. Fall, Spring

**ANTH 395. Directed Studies in Anthropology.** ANTH 395.1–395.6, 1–6 hr.; 1–6 cr. Prereq.: Anthropology major with at least 24 credits in anthropology and junior standing, or permission of the instructor. The student undertakes a topic of study on an independent basis and pursues it under the supervision of a member of the faculty. May be repeated for up to six credits provided the topic is different. No more than 6 credits can be taken in the ANTH 395 series.††

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### **ANTH 397. Directed Research in Anthropology.**

ANTH 397.1–397.12, 1–12 hr.; 1–12 cr. Prereq.: Anthropology major with at least 24 credits in anthropology and junior standing, or permission of the instructor.

The student undertakes an individual research problem and pursues it under the supervision of a member of the faculty. Maximum of 12 credits applicable to the baccalaureate degree. No more than 12 credits can be taken in the ANTH 397 series.

# Art

*Chair:* Michael Nelson

*Art History Deputy Chair:* Judy Sund

*Studio Art Deputy Chair:* Kurt Kauper

*Design Deputy Chair:* Ryan Smith

*Photography and Imaging Deputy Chair:* Antonio Gonzalez

*Department Office:* Klapper 172, 718-997-4800

*Professors:* Gonzalez, Mitchell, Priestly, Sholette, Sund;  
*Associate Professors:* Goldberg, Ho, Kauper, Nelson, Powers, Weinstein, Woodfin; *Assistant Professors:* Bass, DeRosa, Grella, Smith, Waldron, Woo;  
*Department Office Staff:* Kim, Membreno, Patton;  
*College Lab Technicians:* Costanzo, Greco, Hopely-Monkell

## Majors Offered

Art History BA (State Education Code 02727), Studio Art BA (State Education Code 02725), Studio Art BFA (State Education Code 82209), BA in Art Education, K–12 Teacher (State Education Code 26445), Design BFA (State Education Code 29049), Photography and Imaging BFA (State Education Code 40351)

*Please note:* Changes have been made in the Studio Art curriculum that affect the total number of required credits for the BA and BFA degrees (subject to approval). Students are advised to check with a Studio Art advisor prior to registering for classes.

The department offers major programs in three areas: Art History (BA), Design (BFA), Photography and Imaging (BFA), and Studio Art (BA, BFA). The Bachelor of Arts and Bachelor of Science programs provide training in their disciplines within the framework of a liberal arts curriculum, as does the more intensive Bachelor of Fine Arts program. It is assumed that further professional and scholarly pursuits may need to take place after graduation, according to the needs and objectives of the individual student.

Students majoring in art must fulfill the department requirements outlined below as well as particular prerequisites indicated in the course descriptions. They may apply to be exempted from taking a course required for the major by passing the examination in the course (in Art History) or by obtaining approval of a portfolio from the deputy chair for Studio Art. Exempted students will take a more advanced course instead.

Students with majors other than art concentrations may have the prerequisite(s) waived for an art course. They should, however, consult with a department advisor to ascertain the nature of course demands, and receive advice on what courses are best suited to their interests. They may then enroll in an appropriate course specified by the department.

## Department Honors and Awards

The department offers the following prizes and awards: the *Art History Prize*; the *Ayme Eichler Memorial Scholarship*; and the *Studio Art Prize*.

## THE MAJORS

All students pursuing a BA or BFA in Studio Art are required to take ARTH 101 and 102, except that students who elect to become Studio Art majors after having taken ARTH 1 should take either ARTH 101 or ARTH 102 in addition. No more than 6 credits from these three courses may be applied to the BA and BFA degrees in Studio Art.

### Art History

The major in Art History requires 36 credits, plus a foreign language requirement. See the box on page 96 for the specific requirements for the major.

Transfer students who want credit toward the major in Art History must have taken courses equivalent to those required at Queens College. Requests for transfer credit for Art History courses will be evaluated by the department. Language courses will be evaluated by the appropriate academic department.

### Design

The department offers a Bachelor of Fine Arts (BFA) degree in Design that prepares students for careers or graduate study in the rapidly evolving field of design. Students in the major learn visual communication using industry-standard technology across interactive, time-based, digital and traditional media. Students have the option of pursuing a concentration in Communication Design, Interaction Design, or Animation and Illustration. See the box on page 97 for the specific requirements for the major.

Transfer students who want to major in design must present a transcript, or a transcript and portfolio, to the Design faculty for evaluation. Except as specifically exempted by portfolio review, all transfer students must take ARTS 246, 345, and 395, along with four upper-division electives (ARTS 247 or higher) at Queens College. Up to 15 design studio credits may be transferred into the major. In addition, students may receive as many additional blanket studio credits as permitted by the BFA degree, which requires that at least 60 credits be in liberal arts.

Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75 or better within the major and receive no grade lower than *C* in any requirements for the major. Students must pass a portfolio review while enrolled in ARTS 241 Design I to advance in the program. Students accepted into the major are asked to meet with an advisor once each semester to ensure adherence to major requirements. A laptop computer with the Adobe Creative Cloud software is required for students majoring in Design. Apple computers are highly suggested.

### Photography and Imaging

The department offers a Bachelor of Fine Arts (BFA) in Photography and Imaging, which will prepare students in their pursuit of careers or advanced degrees in fine art, applied photography, and digital imaging. Students



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will be able to choose among a variety of courses in the practice of photography, including classes in traditional/ analog and alternative processes, digital, and 2D and 3D scanning and printing, theory, history, and critical thinking. Students will graduate with a portfolio that can be used to further their careers in the field or apply to graduate school.

Transfer students who want to major in Photography and Imaging must present a transcript to the deputy chair for Photography and Imaging. They may be credited with up to 21 credits toward the major, including both studio art and art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take all required ARTS 300-level courses at Queens College. Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75 or better within the major and receive no grade lower than C in any requirements for the major.

See Photography and Imaging section for course information.

### Studio Art

The department offers a major in Studio Art leading to a Bachelor of Arts in Fine Arts (51 credits in the major), as well as a more intensive Bachelor of Fine Arts (72 credits). Both prepare a student for creative or professional work in various media.

The Fine Arts focus (painting, sculpture, drawing, printmaking, ceramics, and photography) gives a balance of theory and practice, an understanding of the intellectual and technical skills required in the fine arts, and preparation for a creative professional life as an artist.

All Studio Art majors must obtain at least a grade of C in any requirements for the major. Also, Studio Art majors may not attempt to satisfy a department

requirement more than twice, and credit will be given only once for the same course, unless otherwise indicated in the course description. All Studio Art majors who intend to pursue the BFA must apply to the department with a portfolio. The department schedules a review of portfolios once each semester, shortly before departmental pre-registration, and students may apply at any time after their first semester as a major.

The BA with a Fine Arts concentration also provides part of the necessary background for the teacher of art in secondary schools (see the box on page 97). Students interested in teaching Studio Art at the college level should apply for the BFA program and plan to attend graduate school in an approved Master of Fine Arts curriculum. Students planning to teach one of the design professions at the college level should apply for the BFA program and specialize in one of its areas by electing supplementary design and media courses and then attend an approved Master of Fine Arts program. (See the box on page 97 for the specific requirements for the majors.)

Transfer students who want to major in Studio Art or Art Education must present a transcript, or a transcript and portfolio, to the deputy chair for Studio Art. They may be credited with up to 21 credits toward the major in studio art and 6 credits in art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take ARTS 350, 391, and, for BFA students, ARTS 392 at Queens College.

### THE MINORS

See the box on page 98 for the specific requirements for the minors. Changes have been made to some of the course selections for some Design minors. Please refer to the curriculum for updates.

## REQUIREMENTS FOR THE MAJORS IN ART

### ART HISTORY (MAJOR CODE ARTH-BA)

#### Required (36 credits)

30 credits in Art History, including ARTH 101, 102, and 300 (ARTH 1 may be substituted for ARTH 101 or 102 if taken before the student has elected to major in Art History; no more than 6 credits from ARTH 1, 101, and 102 may be applied to the degree); 21 credits must be selected from ARTH 110–115, 200–299, and 300–349, including one course from at least three of the general areas of Art History: Ancient, Medieval, Renaissance-Baroque, Modern, and Non-Western. Majors with suitable preparation may take graduate courses for major credit, with the permission of the instructor. To take more than three art history courses in a semester, students must have written permission from the art history advisor. Students must also take 6 credits in history, chosen in consultation with the advisor.

#### Foreign Language Requirement

This may be satisfied by one of the following options: (1) Four semesters of Chinese, French, German, Italian, or Spanish, or a Regents diploma in one of these languages; (2) Three semesters of one of the above languages, plus an introductory course (or a course for reading) in a second of these languages; (3) Two semesters of ancient Greek or Latin, plus an introductory course or a course for reading in French, German, or Italian. *Note:* Students who have satisfied the college's foreign language requirement in a language other than one of those listed above will normally be expected to complete the departmental requirement as well. Students who have attained competency in any of the required languages by other means may, at the discretion of the department, demonstrate their proficiency by passing the department's language examination. They may also petition for acceptance of one other language specifically related to their fields of interest. Consult the Art History office for further information.

**DESIGN (MAJOR CODE ARTGD-BFA)**

For the BFA degree (total of 63 credits), a student must complete the following basic sequence:

**Art History Core Courses (6 credits)**

ARTH 101 or 102

One course from ARTH 200–299, MEDST 100, 101, 144, 146.

**Design Required Courses (33 credits)**

ARTS 151 or ARTS 188; ARTS 190; ARTS 191; ARTS 193; ARTS 214; ARTS 241; ARTS 242; ARTS 245; ARTS 246; ARTS 345; ARTS 395.

**Design Elective Courses (24 credits)**

Eight of the following courses: ARTS 157, 165, 171, 172, 173, 187, 188, 192, 195, 205, 207, 210, 211, 212, 213, 215, 217, 221, 247, 248, 249, 250, 259, 263, 266, 269, 277, 278, 279, 286, 287, 289, 290, 296, 314, 347, 359, 370, 393. Four of the eight electives must be taken from the upper-division courses, ARTS 247 or higher.

Students who elect any of the minors cannot count the same courses for both the design major and the minor. Instead, additional courses must be taken.

Students may opt to pursue a concentration in Communication Design, Animation & Illustration or Interaction Design by selecting five courses from the list of design electives. At least three of the electives are required to come from upper division courses (ARTS 247 or higher).

Communication Design Concentration (five courses, three from ARTS 247 or higher): ARTS 165, 171, 173, 188, 195, 205, 207, 210, 212, 213, 243, 248, 249, 250, 251, 257, 263, 269, 277, 278, 279, 286, 289, 290, 296, 370, 393

Animation and Illustration Concentration: ARTS 157, 165, 171, 187, 188, 192, 207, 210, 211, 213, 214, 215, 217, 221, 247, 249, 257, 266, 277, 278, 279, 287, 290, 296, 347, 359, 370, 393

Interaction Design Concentration: ARTS 157, 165, 171, 172, 173, 188, 195, 205, 207, 210, 212, 213, 214, 217, 221, 243, 249, 250, 257, 263, 269, 277, 278, 279, 286, 290, 314, 370, 393

**PHOTOGRAPHY AND IMAGING MAJOR (BFA)**

For the BFA degree, students must complete the following requirements.

**Art History Core Courses (9 credits)**

ARTH 102; ARTH 258; one (1) course from ARTH 200–299, MEDST 100, 101, 144, 146

**Photography and Imaging Required Courses (33 credits)**

ARTS 165, 176, 195, 225, 235, 276, 355, 375, 376, 377, 387

**Photography and Imaging Elective Courses (21 credits)**

Choose from ARTS 150–199 or from ARTS 200–399. Four of the seven electives must be taken from ARTS 200- or 300-level courses.

- Lowest grade accepted for major: *C*
- Minimum overall grade-point average for major: 2.75
- Maximum transfer credits allowed: 21

Transfer students who wish to major in Photography and Imaging must present a transcript to the deputy chair for Photography and Imaging. They may be credited with up to 15 credits toward the major, including both studio art and art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take all required ARTS 300-level courses at Queens College.

**STUDIO ART MAJORS**

For the BA (total of 51 credits), the BFA (total of 72 credits) in Studio Art, or the BA in Art Education (total of 51 studio art credits plus required education courses), all Studio Art majors must obtain at least a grade of *C* for all courses to be credited toward their major requirements (including courses in Art History).

**STUDIO ART (MAJOR CODE ARTS-BA)**

BA (Fine Arts) and BFA: Basic Courses (Level 1): 24 credits:

**Art History**

ARTH 101 and 102 plus two additional Art History courses, one from Modern and one from any of the other general areas of Art History.

**Studio Art**

ARTS 151 plus three courses from ARTS 150–199. Studio Art Majors must complete their Basic Level 1 courses before taking Intermediate courses (Level 2).

**Intermediate courses (Level 2)**

21 credits: Seven courses from ARTS 200–399, including three within one area of concentration. See a faculty advisor. BA students must complete their intermediate courses (Level 2) before taking Advanced courses (Level 3).

**Advanced courses (Level 3)**

6 credits: ARTS 350 and 391 in the student's concentration.

**BFA COURSES (LEVEL 4) (MAJOR CODE ARTS-BFA)**

21 credits: ARTS 386 or 390, ARTS 392, plus five additional electives from ARTS 150–399. BFA majors are encouraged to take additional art history courses as well as ARTS 393, an internship at a faculty-advisor-approved nonprofit arts organization in New York City. Majors should take ARTS 391 and 392 consecutively in their final two terms as the last part of their studio coursework.

**ART EDUCATION (MAJOR CODE ARTED-BA)**

Students planning to teach art in junior or senior high schools are required—for certification in the State of New York and for licensing in New York City—to complete 51 credits in art plus prescribed courses in secondary education. The requirements are the same as those of the BA in Studio Art, Fine Arts Concentration, except that ARTH 254 or 255 should be included in the 12-credit Art History requirement. Required secondary education courses are SEYS 201, 221, 333, 350, 365, and 375.

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### REQUIREMENTS FOR THE MINORS IN ART

#### Art History (Minor code ARTH-MIN)—

##### Required: 18 credits

The minor must include ARTH 101 and 102 (ARTH 1, if already taken, may substitute for either); four elective courses, which must include one course from at least three of the general areas of art history—Ancient, Medieval, Renaissance-Baroque, Modern, and Non-Western—to be selected from ARTH 110–115, 200–299, and 300–349.

#### Interaction Design (Minor code ARTID-MIN)—

##### Required: 21 credits

Seven courses from ARTS 157, 165, 188, 189, 190, 191, 192, 193, 195, 205, 207, 210, 211, 212, 213, 214, 215, 217, 221, 243, 249, 263, 277, 278, 279, 286, 287, 290, 314, 370, 393. ARTS 191 or the equivalent (InDesign, Illustrator, and Photoshop) is required as the first course of the minor.

#### Design (Minor code ARTGD-MIN)—

##### Required: 21 credits

ARTS 190, 191, 241, plus any four from ARTS 188, 193, 213, 207, 214, 242, 243, 244, 245, 246, 248, 250, 263, 269, 286, 289, 290, 296, 314, 370, 393.

#### Studio Art (Minor code ARTS-MIN)—

##### Required: 21 credits

ARTH 1–399 and six courses from ARTS 150–299. Students should be aware of course prerequisites and consult with an advisor if necessary.

#### Animation and Illustration

##### (Minor code ARTSAI-MIN)—Required: 21 credits

Seven courses from ARTS 151, 190, 191, 192, 187, 188, 193, 205, 207, 210, 213, 215, 221, 247, 259, 266, 277, 278, 279, 286, 290, 347, 359, 370, 393.

#### Digital Moviemaking and Imagemaking

##### (Minor code ARTSDM-MIN)—

##### Required: 21 credits

Seven courses from ARTS 157, 165, 205, 207, 210, 217, 221, 225, 235, 277, 278, 279, 287, 290, 370, 393.

#### Photography and Imaging

##### —Required: 21 credits

Seven courses, including ARTH 258 plus six courses from the following: ARTS 165, 176, 195, 205, 213, 225, 235, 276, 355, 375, and 387. ARTS 387 and 375 may be repeated twice for credit toward the minor.

Students should be aware of course prerequisites and consult with an advisor if necessary.

## ART HISTORY

No more than 6 credits in introductory courses (ARTH 1, 101, 102) in Art History may be applied to the baccalaureate degree. Special conditions are noted, such as charges,\* semesters,<sup>†</sup> or possible scheduling.<sup>††</sup>

## COURSES\*

### Introductory Courses

**ARTH 1. Introduction to Art.** 3 hr.; 3 cr. The understanding and appreciation of the visual arts, mainly painting, sculpture, and architecture, throughout world history. Selections of both Western and non-Western art will be used to provide basic terms and techniques

\*MAT charges possible.

for analyzing the style and meaning of works, and for understanding their significance as both aesthetic creations and expressions of social, political, and personal concerns. (*Note:* Not open to students who are enrolled in or have received credit for ARTH 101 and 102.) Fall, Spring (CE)

**ARTH 101. History of Western Art I.** 3 hr.; 3 cr.

A chronological survey of the major periods, styles, artists, and monuments of Western visual arts, primarily painting, sculpture, and architecture beginning with the earliest human artistic creations in prehistoric times, continuing through the ancient and medieval worlds to the Gothic era. (*Note:* Not open to students who are enrolled in or have received credit for ARTH 1 and 102.) Fall

**ARTH 102. History of Western Art II.** 3 hr.; 3 cr. A chronological survey of the major periods, styles, artists, and monuments of Western visual arts, primarily painting, sculpture, and architecture, beginning with the Renaissance period, continuing through the Baroque and 18th century to the modern era. (*Note:* Not open to students who are enrolled in or have received credit for both ARTH 1 and 101. (CE)

**ARTH 110. Survey of Ancient Art.** 3 hr.; 3 cr. The art and architecture of ancient Greece and Rome, from the Minoan and Mycenaean periods until the late Roman Empire in the fourth century C.E. This time span is covered in chronological order, with some emphasis on the monuments of the Classical and Hellenistic Greek periods, and the Early to High Roman Imperial periods. (CE)<sup>††</sup>

**ARTH 111. Survey of Medieval Art.** 3 hr.; 3 cr.

The art of the European Middle Ages from its beginnings in pre-Christian Celtic art through Carolingian and Romanesque art and the art of the great Gothic cathedrals.<sup>††</sup>

**ARTH 112. Survey of Renaissance and Baroque Art.** 3 hr.; 3 cr. The painting, sculpture, and architecture of western Europe from 1300 to 1750 including major figures and cultural ideals of the early modern period, from Giotto to Leonardo da Vinci, Michelangelo, Bernini, Caravaggio, and Rembrandt.<sup>††</sup>

**ARTH 113. Survey of Modern Art.** 3 hr.; 3 cr.

Western art from the late eighteenth century to the present, with attention to the dramatic social, technological, and intellectual changes of modern life that set its painting, sculpture, architecture, and other art forms apart from earlier, pre-industrial times. Artists covered range from the Romantics to the Impressionists to van Gogh and Picasso.<sup>††</sup>

**ARTH 114. Survey of Asian Art.** 3 hr.; 3 cr.

A comparative study of the artistic traditions of India, China, and Japan, from their Stone Age beginnings to

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recent trends. Focus on the relationship of works of art to the philosophies of Confucianism, Buddhism, and Taoism.†† (CE)

**ARTH 115. Principles of Architecture.** 3 hr.; 3 cr. Analysis of the varieties of architectural space formation, the techniques used to achieve them and the resulting meanings encoded in a selected series of worldwide examples. The course may require several field trips to appropriate examples of space types available in metro New York.††

**ARTH 200. Studies in the History of Art.** 3 hr.; 3 cr. Topic to be discussed changes each semester. May be repeated for credit.††

**ARTH 201. Studies in the History of Architecture.** 3 hr.; 3 cr. Topic to be discussed changes each semester. May be repeated for credit.††

**ARTH 203. Art and Archaeology of the Ancient Near East.** 3 hr.; 3 cr. The art and architecture of the ancient Near East, focusing on Mesopotamia and Syria-Palestine (“the Fertile Crescent”). Civilizations studied include the Sumerians, Akkadians, Babylonians, Hittites, Assyrians, and Persians, all of which contributed greatly to the growth of later Western culture. Archaeological evidence is combined with primary sources such as the *Epic of Gilgamesh*, and museum visits are encouraged.††

**ARTH 204. Art of Ancient Egypt.** 3 hr.; 3 cr. The art and architecture of ancient Egypt, from the fifth millennium B.C. to the defeat of Cleopatra by the Romans in the first century B.C. Focus on the cultural developments of the Nile Valley civilization and its interactions with other parts of the ancient Mediterranean world. The Great Pyramids, King Tutankhamen, and other fascinations of ancient Egypt come to life through classroom lecture/discussion and museum visits.††

**ARTH 205. Art of Early Greece: Aegean Art.** 3 hr.; 3 cr. The rise of the Greek civilization in the third and second millennia B.C. in the Aegean Sea region, including the cultures of the Cycladic islands, Minoan Crete, and Mycenaean Greece. The artistic and architectural developments of the Bronze Age provided a foundation on which the wonders of the Greek world were built centuries later. Artifacts (such as the palace at Knossos) are studied in conjunction with myth and legend (such as the tale of Theseus and the Minotaur) in order to illuminate this historical age.††

**ARTH 206. Art of Archaic, Classical, and Hellenistic Greece.** 3 hr.; 3 cr. The art and architecture of ancient Greece, from the early seventh century B.C. through the late first century B.C. including sculpture, architecture, and pottery from Greek sites in Turkey and in Italy and objects from mainland Greece. Works of art are discussed not only for their artistic value, but also as historical artifacts that provide information about the daily lives of the ancient Greek people.††

**ARTH 207. Roman Art.** 3 hr.; 3 cr. The art and architecture of the Roman Empire, from the pre-Roman Etruscan civilization in the 500s B.C. to the rise of Late Antiquity after the reign of Constantine the Great. Focus is on the major developments of Roman culture, including portraiture, historical relief, luxury objects, architecture, and engineering projects. Exploration of fashions and trends set in the Imperial city of Rome, as well as the development and interpretation of these trends in the Roman provinces.††

**ARTH 211. Early Christian and Byzantine Art.** 3 hr.; 3 cr. The art and architecture of the Mediterranean early Christian world of the fourth century through the creation of Byzantine art in the sixth century and subsequent developments in the Greek east until the Fall of Constantinople in 1453.††

**ARTH 212. Early Medieval Art in Western Europe.** 3 hr.; 3 cr. The art of the northern European bronze and iron ages up to the spread of Celtic culture and the arrival of Christian art. Topics include Insular manuscript painting and Carolingian art and architecture through the ninth century.††

**ARTH 214. Romanesque Art.** 3 hr.; 3 cr. The origins and development of the first pan-European art of the Middle Ages from the tenth through the twelfth centuries. The major expressions of Romanesque painting, sculpture, manuscripts, and architecture in France, England, Germany, and Spain are analyzed in detail.††

**ARTH 215. Gothic Art.** 3 hr.; 3 cr. The origins and development of the Gothic style in architecture, sculpture, stained glass and precious metalwork from the mid-twelfth century through the Late Gothic style of the fifteenth century, with special emphasis on the art of France and the great cathedrals.††

**ARTH 220. Renaissance Art and the Birth of Modernity.** 3 hr.; 3 cr. In this course, students will become familiar with the profound innovations in painting, sculpture, and architecture created in Europe from about 1300 to 1700, which set the course and standards for much of Western visual culture down to the past century. From Giotto to Michelangelo, Leonardo da Vinci, and Rembrandt, we will examine what is meant by the term “Renaissance” in the visual arts and European society at large, including its contacts and exchanges with global cultures outside the west. The period was marked by not only a rebirth of the artistic forms of ancient Greece and Rome, but a broader reawakening of curiosity about the natural world and human character, about life here on Earth and how it might be shaped and improved by reason and ingenuity, that led to the modern world. Although the Renaissance has often been glorified as the triumph of science, secularism, and reason, we will see how it was energized by a broader tension between the new secular spirit and the ongoing influence of faith and the church—a situation that is still with us. In addition to the major

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personalities and cultural centers of Europe, we will investigate how artistic developments there were influenced by increasing contacts with Africa, Asia, and the Islamic lands, and how Europeans interacted with cultures around the world as they explored and colonized the globe, particularly Latin America. Special attention will be paid to the birth, goals, and methods of the academic discipline of art history, which was itself a characteristic invention of the Renaissance period, and how it has changed over time since its inception. (CE)

**ARTH 221. Early Renaissance Art in Italy, 1250–1400.** 3 hr.; 3 cr. Painting, sculpture, architecture, and decorative arts in Florence, Venice, and other regions, viewed as the culmination of the Middle Ages and precursor to the Renaissance. Special emphasis on art as the expression of political and religious beliefs.††

**ARTH 222. Renaissance Art in Italy: The Fifteenth Century.** 3 hr.; 3 cr. Major trends and personalities in painting, sculpture, and architecture from the classical revival around 1400 to the dawn of the High Renaissance. Artists who set the direction of Western art well into the modern era, including Masaccio, Botticelli, and Leonardo da Vinci.††

**ARTH 223. Renaissance Art in Italy: The Sixteenth Century.** 3 hr.; 3 cr. The culmination of Renaissance ideals in the art and architecture of Raphael, Michelangelo, Titian, and Palladio, and the conflicting responses of later artists to the spiritual and aesthetic upheavals of the Reformation and Counter-Reformation. Religious and secular art, palaces and villas, and theaters exemplify changes in politics, patronage, and the role and status of artists.†† (AP, ET)

**ARTH 225. Early Netherlandish Painting.** 3 hr.; 3 cr. Sources and development of painting in Flanders and Holland in the 15th century, concentrating on the work of Jan van Eyck, Rogier van der Weyden, Hugo van der Goes, Hans Memling, and Hieronymus Bosch.††

**ARTH 226. German Painting and Printmaking, 1400–1530.** 3 hr.; 3 cr. Sources and development of painting, woodcut, and engraving in Germany from the late Gothic period to the Reformation, concentrating on the work of Schongauer, Dürer, Grünewald, and Holbein.††

**ARTH 229. Renaissance and Baroque Architecture.** 3 hr.; 3 cr. The development of European architecture from the classical revival in 15th-century Florence through the grandeur of Baroque Rome and the final flowering of the Rococo period. Buildings and cities as expressions of cultural values and social structures, and the spread of Renaissance principles as far as Spain and Russia, plus their gradual influence outside Europe (colonial Americas) and mutual interaction with Asia.††

**ARTH 234. Baroque Art in Italy.** 3 hr.; 3 cr. Development of the novel and dramatic elements of Baroque art in the major Italian art centers (Venice, Rome, Naples, and Bologna), with attention to such artists as Caravaggio, Bernini, Poussin, and Claude Lorrain.††

**ARTH 238. Baroque Art in Northern Europe.** 3 hr.; 3 cr. Origins and development of the Baroque style in what is now the Netherlands and Belgium, beginning with Rubens and van Dyck and their Italian influences and moving to the “Golden Age” of Dutch art, including Frans Hals, Rembrandt, and Vermeer.††

**ARTH 239. Seventeenth-Century Painting in France and Spain.** 3 hr.; 3 cr. The sources and development of painting during the Golden Age of the Spanish empire and the court of Louis XIV at Paris and Versailles, including such artists as Velázquez and Poussin. Cultural relations between the two major powers and the rest of Europe, as well as with their overseas colonies.††

**ARTH 240. The Eighteenth Century in Europe.** 3 hr.; 3 cr. Baroque, Rococo, and Neo-Classical trends in the art and architecture of France, England, Italy, and Germany. Artistic practice and patronage are considered against the broader cultural backdrop of the

Enlightenment and the Age of Revolution, including connections to literature and theatre.††

**ARTH 246. European Art, 1789–1848.** 3 hr.; 3 cr. Painting and sculpture from the French Revolution to the Revolution of 1848, with particular attention to Neo-Classicism, Romanticism, and the rise of Realism. Works of art as well as arts institutions and patrons are examined in their historical context.††

**ARTH 247. European Art, 1848–1900.** 3 hr.; 3 cr. The radical transformations of painting and sculpture in France and its neighbors, with a focus on the confrontations between traditional academic art and the avant-garde trends of Realism, Impressionism, and Symbolism.††

**ARTH 250. Impressionism.** 3 hr.; 3 cr. A survey of the short-lived but enduringly popular Impressionist movement in France, concentrating on the careers and production of Manet, Monet, Renoir, Degas, Morisot, and their circle, from the early 1860s to mid-1880s.††

**ARTH 251. Art of the United States, Colonial Era to 1900.** 3 hr.; 3 cr. A survey of painting and sculpture in the colonies and new republic, with attention to the development of uniquely “American” approaches to portraiture, landscape, still life, historical events, and everyday life.††

**ARTH 252. Art of the United States, 1900–1970.** 3 hr.; 3 cr.††

**ARTH 254W. Twentieth-Century Art.** 3 hr.; 3 cr. Focusing primarily on Western art, a survey of the major modernist and avant-garde movements of the 20th century, from Fauvism, Cubism, and Constructivism to Earth Art. Greater emphasis is placed on the pioneering movements of the first half of the century.††

**ARTH 255. Late Modern and Contemporary Art.** 3 hr.; 3 cr. Organized thematically, a survey of key developments, especially in Western art, during the

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period from World War II to the present, such as Abstract Expressionism, Pop Art, Minimalism, and Conceptual Art. Historical connections are traced to influential pre-war avant-garde practices.††

**ARTH 256. Contemporary Art Practices.** 3 hr.; 3 cr. Prereq: None (ARTH 1 or 102 recommended as preparation). Introduction to the range of contemporary art modalities in light of the socio-political context in which they arose or flourished, with a view to illuminating the ideas and ambitions embedded within this challenging, anti-traditional work. The course will address both the practices of the visual arts (style, genre, media, movements), and the multiple theoretical bases for justifying such practices—a combination that will enlighten students not only about the art itself, but about the nature and function of art history, art criticism, and theory. (CE)

**ARTH 257. History of Modern Sculpture.** 3 hr.; 3 cr. A survey of the radical shifts in sculptural practices since the late 19th century through a study of the careers of prominent sculptors: from Rodin and Brancusi to Duchamp and Picasso, Giacometti, Bourgeois, Noguchi, Andre, Hesse, and others.††

**ARTH 258. History of Photography.** 3 hr.; 3 cr. A survey of photography's history as an art form as well as of its social history, with attention to how those histories intersect. Organized thematically by photographic genres: portraiture, landscape, documentary, and others.†† (CE)

**ARTH 259. Modern Architecture.** 3 hr.; 3 cr. A survey of architecture from the 19th century to the present, with emphasis on emerging technologies and new building types. Examines the contributions to the modern built environment of the Beaux-Arts school, the Bauhaus, Frank Lloyd Wright, and Le Corbusier, among others.††

**ARTH 260. Dada and Surrealism.** 3 hr.; 3 cr. Dada and Surrealist art and literature from their origins in World War I to their interwar flowering and later influence. These two movements radicalized our modern understanding of painting, sculpture, collage, photography,

and film, and paved the way for many subsequent developments down to Postmodernism. The course traces their philosophical and theoretical sources in idealism, materialism, and psychoanalysis. Classroom activities are supplemented by film screenings and museum visits, emphasizing direct contact with artworks in local museums.

**ARTH 262. Principles of City Planning.** 3 hr.; 3 cr. The development of city planning as a discipline since the 19th century, including the contributions of major designers and theoreticians; selected case studies of particular cities around the globe at various time periods; and contemporary issues and controversies about the planning of modern cities.††

**ARTH 264. History of Graphic Art.** 3 hr.; 3 cr. A survey of prints and printmaking from the fifteenth through the twentieth centuries, concentrating on woodcut, engraving, etching, and lithography. Among the artists to be considered are Master E.S., Schongauer, Dürer, Callot, Rembrandt, Goya, and Picasso.††

**ARTH 270. Art of India.** 3 hr.; 3 cr. A survey of Indian art from c. 2000 BCE to the twentieth century, including sculpture, architecture, and painting of Buddhism, Hinduism, and Islam. The major artworks will be examined within the context of the country's religious, social, and political developments.††

**ARTH 271. Art and Architecture of Southeast Asia.** 3 hr.; 3 cr. An introduction to Buddhist and Hindu temple building, sculpture and painting in the countries of Southeast Asia, such as Thailand, Burma, Cambodia, and Indonesia, with emphasis on form and meaning in Southeast Asian religious art.††

**ARTH 272. Art of China.** 3 hr.; 3 cr. An exploration of the arts of China—ceramics, bronzes, sculpture, painting, and architecture—from the Neolithic period to the Qing dynasty, focusing on stylistic development and thematic concerns.††

**ARTH 273. Art of Japan.** 3 hr.; 3 cr. An examination of Japanese art from prehistoric Jomon pottery through 19th-century ukiyo-e woodblock prints. Special attention to the evolution and pattern of Japanese art in regard to religion, philosophy, and outside influence.††

**ARTH 274. Art of Korea.** 3 hr.; 3 cr. A study of Korean art—metalwork, sculpture, lacquer, ceramic, and painting—from the Neolithic period to the twentieth century, examining the development of these arts in the context of the country's politics, religion, and relationships with China and Japan.††

**ARTH 277. Buddhist Art and Architecture.** 3 hr.; 3 cr. Buddhist art and architecture from India, China, Korea, and Japan, as well as Southeast Asian countries including Burma, Thailand, Cambodia, and Indonesia, emphasizing the cultural and artistic links between the predominantly Buddhist countries.††

**ARTH 278. Chinese Painting.** 3 hr.; 3 cr. Chinese painting from its origin and techniques to political symbolism and stylistic variety. Particular attention is given to philosophical considerations of the early masters, Neo-Confucian cosmology and Song monumental landscape, literati painting theory and practice, and the rise of Ming-Qing individualism as a response to nature, society, and tradition.††

**ARTH 280. Art and Architecture of Ancient Mesoamerica.** 3 hr.; 3 cr. Painting, sculpture, and architecture from Pre-Columbian Mexico (1500 BCE to 1521 CE), with particular attention to the Olmec, Mayan, Aztec, and Teotihuacán cultures, along with their writing, calendars, and belief systems.††

**ARTH 282. Art and Architecture of the Andes.** 3 hr.; 3 cr. A survey of ceramics, textiles, metalwork, and monumental sculpture and architecture produced in the Andean region (mainly modern-day Peru) from ca. 2500 BCE until the Spanish Conquest in the 15th-century CE. Covers the Chavín, Moche, and Inca cultures, among others.††

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**ARTH 284. Post-Conquest Art of Latin America.** 3 hr.; 3 cr. The arts of Mexico, Central America, and South America from the era of Columbus to the present, with attention to the dynamic tension between surviving native artistic traditions and the styles and subjects imported by Europeans. Covers both the hybrid art of the period of colonization, and the development of various national schools after political independence was achieved beginning in the early 19th century.††

**ARTH 286. African Art.** 3 hr.; 3 cr. A survey of the principal areas of cultural creativity on the African continent and their distinctive styles and beliefs, from early tribal civilizations through the arrival of Islam, the rise of centralized states, and the encounter with European colonists.††

**ARTH 300. Senior Colloquium in Art History Methods.** 3 hr.; 3 cr. Prereq.: Permission of the department. Required for all majors in art history. Offered in the fall semester and must be taken in the student's senior year. An introduction to both the practical methods of research and writing in art history and to the range of intellectual approaches to the interpretation of works of art, including style and connoisseurship, iconography, and psychological and sociological methods. Emphasis is on reading and class discussion, and on a series of exercises to develop techniques for effective presentation of ideas in both written and oral form, culminating in an illustrated lecture. (Capstone) Fall

**ARTH 310. Museum Studies.** 3 hr.; 3 cr. Prereq.: At least one Art History class beyond the survey level (ARTH 200–299). This course will acquaint students with museum work by providing supervised participation in the functioning of the Godwin-Ternbach Museum. Students will engage in such museum activities as the preparation of exhibitions and care of the collection. Practical experience will be supplemented by lectures on the history of the art museum and the concerns of the contemporary museum world, and by behind-the-scene visits to other museums. A term paper on a particular object in the Museum's collection is required.††

**ARTH 320, 320W. Internship in Art History.** ARTH 320.1–320.4, 1–4 hr.; 1–4 cr. Prereq.: ENGL 110; 3.0 department average; a letter of acceptance detailing the research project from the program to which student is applying; permission of the art history advisor. An independent course in which a student works for a semester as an intern in a museum or an agency dealing with works of art. The course permits the student to develop and undertake a special research project related to the internship under the supervision of a department advisor. Evaluation of the student will be based on a report from a supervisor on student's work and a written report on the project.

**ARTH 330. Special Problems.** 6 hr.; 3 cr. Prereq.: College average 2.75, department average 3.3. Open to a limited number of qualified students who want to do independent work in the history of art. Written application for permission to enroll, stating in detail the nature and scope of the proposed project, must be submitted to the department chair at least one month prior to the date of registration. Fall, Spring

## PHOTOGRAPHY AND IMAGING

**PHOTO 165. Digital Photography I.** 4 hr.; 3 cr. Introduction to digital photography. Emphasis is on the creative aspects of using a digital still camera such as subject matter, point of view, natural and artificial light, etc., using a DSLR or other digital equipment and basic image processing software.

**PHOTO 176. Darkroom Photography I.** 4 hr.; 3 cr. Introduction to photography as a creative medium covering basic camera techniques, film development, and black-and-white darkroom work.

**PHOTO 200. Imaging Resistance: Photographic Media and Socially Engaged Art.** 4 hr.; 3 cr. The aim of this introductory photo-imaging survey course is to explore the myriad ways that politically committed image makers have employed photographic media in support of social justice, community reform movements, and political

revolutions. Students will gain an understanding of how photo-based imagery is fundamental to diverse socially engaged art forms over the past 150 years. Weekly reading and writing assignments, lecture presentations and class discussions, and a final research project presentation and paper constitute the requirements. A site visit to museums and/or galleries may be scheduled.

**PHOTO 225. VT: Digital Photography II.** 4 hr.; 3 cr. Prereq.: PHOTO 165. In addition to the prerequisite, additional experience with digital tonal- and color-correction techniques (ARTS 205 or equivalent) is recommended. Required equipment will be announced before pre-registration.

**PHOTO 235. VT: Digital Photography III.** 4 hr.; 3 cr. Prereq.: PHOTO 225. Required equipment will be announced before pre-registration.

**PHOTO 256.VT:Alternative Processes in Photography I.** 4 hr.; 3 cr. Prereq.: PHOTO 165 and 176. An introductory course designed to familiarize students with the materials and methods of hand-coated liquid emulsion in alternative and historic photographic processes. Historical techniques explored will include (but are not limited to) cyanotype, Van Dyke, Kallitype, and gum bichromate. Students will also explore different means of creating negatives, including digital negatives, pinhole photography, and photograms.

**PHOTO 257. Studio Lighting I.** 4 hr.; 3 cr. Prereq.: PHOTO 165 and 176. This entry-level course will introduce students to the fundamental techniques and principles of basic studio lighting. Students will learn how to use different continuous lighting and strobe equipment in studio and location settings. Students will learn the principles of metering and exposure for analog and digital and how to control the quality, intensity, and direction of the light. Students will understand the principles of color temperature and learn how to control the color balance in their pictures while shooting.

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**PHOTO 258.VT. Documentary and Narrative Photography.** 4 hr.; 3 cr. Prereq.: PHOTO 165 and 176. Exploration of the ideas and practices of still photographs as a means of visual communication in documentary and narrative photography. Applications include photojournalism, photo essay, editorial, and other approaches to the picture story. Topics to be discussed include the “captured moment” versus the “constructed reality,” and documentary and narrative photography in the current age of social media. Students will be introduced to the work of contemporary and historical photographers during gallery/museum visits and lectures.

**PHOTO 259. Medium and Large Format Photography.** 4 hr.; 3 cr. Prereq.: PHOTO 165 and 176. Introduction to medium- and large-format photography equipment and techniques used in fine art and commercial applications. Students will learn both analog and digital approaches, including medium-format digital cameras and medium- and large-format scanning techniques.

**PHOTO 355. VT: Darkroom Photography III.** 4 hr.; 3 cr. Prereq.: PHOTO 276. The topic (traditional or digital photography) and necessary preparation will be announced before pre-registration, and the course may be taken a total of two times for credit if the topic is different.

**PHOTO 356.VT:Alternative Processes in Photography II.** 4 hr.; 3 cr. Prereq.: PHOTO 256.This advanced course will allow students to refine their craft and techniques learned in Alternative Processes in Photography I while also learning other advanced methods for making photographic objects. Topics to be discussed will include combining historic processes with contemporary photographic techniques and practices. Critiques will discuss how the language of the processes used will contribute to the content of the photographs being made.

**PHOTO 357. Studio Lighting II.** 4 hr.; 3 cr. Prereq.: PHOTO 257. This advanced course expands on the basic lighting techniques learned in Studio Lighting I with an emphasis on lighting incorporated in a variety of genres, including fashion, portraiture, still life, and architectural photography. Students will explore creative lighting techniques such as how to employ mixed lighting sources, light as color, and night photography with artificial lighting.

**PHOTO 370. Photography Internship.** 4 hr.; 3 cr. Prereq.: Completion of level 1 and 2 requirements, and department permission. In this experiential learning course, students will gain valuable “real-life” experience working in an arts organization or other photography-related entity in New York City while getting practical knowledge in preparation for graduate school or jobs in the field.

**PHOTO 376. Senior Photography Seminar.** 4 hr.; 3 cr. Prereq.: Permission of adviser. This is the first of two final required courses for the major. This course will be followed by the senior portfolio class. They cannot be taken simultaneously. The outcome of the senior seminar is to define a specific vision and develop ideas in your work. Working toward a thesis statement and portfolio, in this class students will demonstrate their experience and knowledge from the classroom in order to transition into “real-world” application. In addition to producing a body of work, and as part of the seminar, topics of discussion will include how to prepare for the job market, graduate school, and other future endeavors. An artist statement, resume, and website will be honed to best represent your skills and will also be required for the final.

**PHOTO 377. Senior Photography Thesis.** 4 hr., 3 cr. Prereq.: PHOTO 376. This final semester in the BFA photography program will be a culmination of all previous work completed by students to develop a thesis with well-defined, imaginative ideas. Students will exhibit advanced digital and analog techniques, combined with creative vision and a personal aesthetic in the production of a final portfolio for their thesis exhibition. In addition to creating a portfolio, students will submit a written artist statement

describing the viewpoints with their work, a bio, and printed and online self-promotional materials and presentations. Also, there will be discussion of historical and contemporary photographers’ work as well as gallery and museum visits. Readings will cover early and contemporary theory, analysis of aesthetics, and other, related topics in the photographic industry. Students will also acquire knowledge of professional exhibition procedures and artistic practices, and learn how to prepare for the job market, graduate school, and other future endeavors.

## STUDIO ART/GRAPHIC DESIGN

### **Basic Courses, Level I**

The following introductory courses are also open to anyone in the college: ARTS 150, 151, 157, 161, 165, 171, 176, 182, 186, 191, 198. No previous experience is necessary.

**ARTS 150. Fundamentals of Art.** 4 hr.; 3 cr. General introduction to the organizational principles of art, with assignments given in both two- and three-dimensional form. Using historical and cultural models from the past and present, students will make artworks and, through class discussions, learn to analyze and criticize them.

**ARTS 151. Drawing I.** 4 hr.; 3 cr. A hands-on studio course that introduces a visual vocabulary by working from nature through observation and imagination, including the human figure. A variety of drawing materials will be used.

**ARTS 157. Digital Moviemaking I.** 4 hr.; 3 cr. Introduction to the making of short movies. Emphasis is on the creative aspects of moviemaking such as storytelling, character development, abstract visual imagery, documentation, etc., using simple software and inexpensive equipment.

**ARTS 161. Painting I.** 4 hr.; 3 cr. Introduction to fundamental concepts of painting, both abstract and



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representational concepts. Issues of space, surface, volumetric representation, the function of color, value, scale, placement, and proportion will be presented.

### **ARTS 171. Color and Design I.** 4 hr.; 3 cr.

An introduction to Josef Albers' color theory and 2D design principles.

**ARTS 172. Game Design.** 4 hr.; 3 cr. An introductory course on the culture, theory, and design of games. In this course, students will work in teams to create several games and write game design documentation. Through the playing and analysis of games, lectures, assigned readings, and process blogs, students will develop a foundation in game design that will be applicable to other interactive experiences.

**ARTS 173. Shoot, Edit, Post.** 3 hr., 3 cr. An entry-level design class that studies the phenomenon of user-generated content on social media, and how social media platforms have transformed advertising and branding. Throughout the semester, students research strategies, create a personal branded project on Instagram, evaluate success with data analytic tools, and present their findings through oral presentations and written reports. Additionally, best practices and ethical issues associated with social media are explored through readings, class discussions, and assigned essays.

**ARTS 182. Introduction to Sculpture.** 4 hr.; 3 cr. Students are introduced to basic materials, processes, and concepts of working three dimensionally. Focus is on the formal and conceptual elements of sculptural language and includes exploring developments in the 20th century as well as those of traditional cultures.

**ARTS 185. Contemporary Art in a Global Society.** 3 hr.; 3 cr. Students attending this seminar gain knowledge and expertise about the variety of ways contemporary visual art reflects upon and in turn helps to shape our ideas about world cultures in a global context. The course consist of select readings, lecture presentations,

individual and group research projects and presentations, and regular sessions of debate and discussion focusing on a wide variety of national, ethnic, and indigenous post-World War II cultural formations from around the globe. Whenever possible, the class will also incorporate visits to museums and art galleries as well as classroom presentations by professional, guest artists. (AP, WC)

**ARTS 186. Ceramics I.** 4 hr.; 3 cr. Introduction to fundamental techniques such as throwing on the potter's wheel, hand building, decorating, glazing and firing, and basic health and safety procedures.

**ARTS 187. Graphic Novel I.** 4 hr.; 3 cr. Introduction to graphic books and comics as a narrative art form. Previous experience in drawing, ARTS 151 or equivalent, is recommended.

**ARTS 188. VT: Illustration I.** 4 hr.; 3 cr. An introduction to the visual interpretation of words using drawing, painting, collage, or digital techniques for use in graphic design, publishing, and advertising. Previous study in drawing, ARTS 151 or equivalent, is recommended. Topic will be announced before registration.

**ARTS 190. Design Foundations.** 4 hr.; 3 cr. This course is primarily for students interested in graphic design. Fundamental theories and methodologies of color theory and 2D design in traditional and digital mediums. Through observation, analysis, writing, exercises, and projects, students begin to develop work processes that involve articulation, visual research, concept generation, form making, and craft skills.

**ARTS 191. Basic Software for Design.** 4 hr.; 3 cr. An introduction to the fundamentals of prevailing software applications used in design; such as InDesign, Illustrator and Photoshop. Students work with multiple software applications to create projects that communicate through a variety of forms both digital and in print. This class prepares students with the necessary software skills required for ARTS 241 and 242.

**ARTS 192. Storyboarding & Storytelling.** 4 hr.; 3 cr. Prereq.: ARTS 191 and ARTS 188 or ARTS 151. Storytelling skills for time-based media through the introduction of storyboarding techniques. Storyboarding is the art of transforming a written script into a sequential, visual story. Concepts addressed in this course include tools, methods and techniques, visual storytelling and narrative structure, shot composition, "acting," and character development.

**ARTS 193. VT: Introduction to Digital Animation.** 4 hr.; 3 cr. Introduction to digital animation using an industry-standard program such as Flash or Toon Boom Studio. Topic will be announced before registration.

**ARTS 195. Photoshop Basics.** 4 hr.; 3 cr. Introduction to Adobe Photoshop.

**ARTS 205. Photoshop Color.** 4 hr.; 3 cr. Principles and methods of digital tone control and color correction using Adobe Photoshop.

**ARTS 207. Introduction to Video Editing I.** 4 hr.; 3 cr. Introduction to video editing using Adobe Premiere or industry standard software. Prior experience in digital moviemaking, ARTS 157 or equivalent, is recommended.

**ARTS 210. Introduction to Adobe Flash.** 4 hr.; 3 cr. Introduction to Adobe Flash software, an industry-standard software program used in the production of vector graphics, animation, and interactivity. Topics covered include the Flash interface, drawing and color tools, animation basics, tweening, symbols, and basic timeline-based scripting. Previous experience with computer software, ARTS 191 or equivalent, is recommended.

**ARTS 211. Introduction to Adobe Illustrator.** 4 hr.; 3 cr. Introduction to graphics editing using Adobe Illustrator or industry standard software.

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**ARTS 213. VT: 3D Modeling.** 4 hr.; 3 cr. Introduction to principles and techniques for 3D modeling. Topic and suggested preparation or special equipment will be announced before pre-registration.

**ARTS 214. Web Design I.** 4 hr.; 3 cr. Prereq.: ARTS 191. An introduction to the basic concepts of web design. Topics include scripting languages, markup languages, design practices, hosting, SEO and the best architectural practices for information.

**ARTS 215. Traditional Animation .** 4 hr.; 3 cr. Traditional, hand-drawn animation as well as cutout and stop-motion animation.

**ARTS 217. Digital Moviemaking II.** 4 hr.; 3 cr. Prereq.: ARTS 157. A continuation of ARTS 157. Additional experience in non-linear video-editing techniques (ARTS 207 or equivalent) is recommended. Special equipment, if any, will be announced before pre-registration.

**ARTS 221. VT: Video Graphics and Compositing.** 4 hr.; 3 cr. The principles and techniques of video graphics and compositing. Topic will be announced before pre-registration. Some prior computer graphic experience (ARTS 157, 195, 207, 210 or equivalents) is recommended.

### *Intermediate Courses, Level 2*

**ARTS 240. Drawing II.** 4 hr.; 3 cr. Prereq.: ARTS 151. More examination of the visual vocabularies of drawing with an emphasis on acquiring skills and knowledge from historical as well as contemporary cultural precedents.

**ARTS 241. Design I.** 4 hr.; 3 cr. Prereq.: ARTS 190 and ARTS 191. Coreq.: ARTS 242. A continuation of ARTS 190 with a focus on developing formal skills to express concepts and communicate messages using interactive, time-based digital and traditional media.

**ARTS 242. Typography I.** 4 hr.; 3 cr. Prereq.: ARTS 191 or equivalent. Introduction to typography, mainly intended for design majors. Topics covered include typeface classification, anatomy, hierarchy, grids and typesetting. May be taken at the same time as ARTS 241.

**ARTS 243. Color and Design II.** 4 hr.; 3 cr. Prereq.: ARTS 171. A continuation of ARTS 171, intended primarily for graphic design majors. Fall

**ARTS 244. Color I.** 4 hr.; 3 cr. Studio projects that study the perceptual effects of color relationships, characteristics, and illusions, as well as an exploration of the uses of color using art historical and cultural precepts.

**ARTS 245. Typography II.** 4 hr.; 3 cr. Prereq.: ARTS 242. Text-intensive projects involving typographic grid systems, the organization of typographic hierarchies, and the use of type in charts, graphs, and diagrams. Assignments will include a series of experimental and practical projects in a variety of media. Spring

**ARTS 246. Design II.** 4 hr.; 3 cr. Prereq.: ARTS 241. coreq.: ARTS 245. A further exploration of design principles with an emphasis on collaboration, research methods, critical thinking, presentations, and writing skills as part of the design process. Assignments may include interactive, time-based, and large-scale projects.

**ARTS 247. Graphic Novel II.** 4 hr.; 3 cr. Prereq.: ARTS 187. Continuation of ARTS 187. Development of personal interests and individual style. Independent research into the history of the graphic novel.

**ARTS 248. Book Design and Production.** 4 hr.; 3 cr. Prereq.: ARTS 241 and 242. Introduction to the design and production of printed books.

**ARTS 249. Creative Coding.** 4 hr.; 3 cr. Prereq.: ARTS 241. Use of computational algorithms as a tool to create beautifully designed visual graphics. Over the semester students will explore form, color, grids, typefaces and three-dimensional objects and combine these with

computational topics like randomization, repetition, transformation, generative and data-manipulated design. Each class will consist of a lecture and live coding examples as well as student project presentations and critiques. Processing will be the primary platform to explore the intersection between the visual art, design, and code.

**ARTS 250. Design Thinking.** 4 hr.; 3 cr. Prereq.: ARTS 241. Exploration of a variety of design research, strategy, ideation, and prototyping methods to create insightful and innovative design solutions. Students will work individually and collaboratively to design services, experiences, interactions, products, and brands.

**ARTS 251. Typeface Design.** 3 hr.; 3 cr. Prereq.: ARTS 242. An upper-level design elective that introduces students to the basic principles of typeface design. Through lectures, reading assignments, class exercises, and assignments, students will learn the tools to explore fonts as a formal system of visual relationships, the role fonts play in graphic design, and how to design an original typeface family.

**ARTS 253. Drawing III.** 4 hr.; 3 cr. Prereq.: ARTS 240. Emphasis on the individual student's concerns and contemporary issues in drawing.<sup>††</sup>

**ARTS 257. Digital Illustration.** 4 hr.; 3 cr.; Prereq.: ARTS 188 and ARTS 191. Introduction to a systematic framework for illustration assignments from idea to digital finish. Students will use industry-standard software to create, digitize, and publish artwork. Course work reflects a range of project possibilities illustrators and designers may encounter and builds skills generally applicable to visual communication.

**ARTS 259. Illustration II.** 4 hr.; 3 cr. Prereq.: ARTS 188. In addition to the prerequisite, additional courses in art, ARTS 152 and 171 or their equivalents, are recommended.<sup>††</sup>

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**ARTS 260. Painting II.** 4 hr.; 3 cr. Prereq.: ARTS 151 and 161. Concepts of pictorial structure and image-making are explored, using historical and contemporary models as examples with an increased potential for personal choice and expression.

**ARTS 261. Watercolor I.** 4 hr.; 3 cr.

**ARTS 262. Watercolor II.** 4 hr.; 3 cr.

**ARTS 263. App Design.** 4 hr.; 3 cr. Prereq.: ARTS 214. Students will gain skills designing applications (apps) from ideation to high-resolution prototypes ready for development. We will cover user-centered and other research methods, ideation, prototyping, user experience, flow maps, wireframes, interactive prototypes, visual design, brand creation, and presentation.

**ARTS 264. Painting III.** 4 hr.; 3 cr. Prereq.: ARTS 260. A continuation of ARTS 260.

**ARTS 266. Children's Book Illustration.** 4 hr.; 3 cr. Prereq.: ARTS 151 or ARTS 188. Introduction to the field of children's book illustration through lectures, demonstrations, and writing and drawing exercises. Assignments will be created in traditional and digital mediums, and students will create an original manuscript and book mockup as well as portfolio sample pieces. This course is primarily for students interested in illustration and design.

**ARTS 269. Information Design.** 4 hr.; 3 cr. Prereq.: ARTS 241 and ARTS 242. Introduction to basic concepts and methodologies of information design with a focus on organization, visualization, and communication. Students will learn how typography, color, symbols, language, and imagery can be utilized to present information with an emphasis on meaning, clear communication, and visual aesthetics. Projects will include maps, graphs, charts, diagrams, infographics, and data visualizations.

**ARTS 271. Woodblock/Linoleum: Relief Printing.** 4 hr.; 3 cr. Prereq.: ARTS 151. In this course students draw on the wood or linoleum block, in which all of the background areas are cut away.

**ARTS 272. Intaglio.** 4 hr.; 3 cr. Prereq.: ARTS 151. This course covers several processes used to create a printing matrix on a metal plate. Etching, drypoint, aquatint, and the use of soft and hard grounds will be demonstrated as well as printing techniques. Editioning papers, inks, and the care and preservation of prints will be discussed.

**ARTS 273. Lithography.** 4 hr.; 3 cr. Prereq.: ARTS 151. Drawing on stone with a wax crayon is the medium in this print process.

**ARTS 274. Serigraphy/Silkscreen.** 4 hr.; 3 cr. Prereq.: ARTS 151. Students will learn the basic skills of stenciling in the screen printing process by creating various areas of positive and negative shapes. The screen designs will become progressively more complex as the semester advances.

**ARTS 276. VT: Photography II.** 4 hr.; 3 cr. In addition to the refinement of technical skills the class includes illustrated lectures on historical and contemporary photography, gallery and museum visits, and group critiques. The topic and necessary preparation will be announced before pre-registration, and the course may be taken a total of two times for credit if the topic is different.

**ARTS 277. VT: Pixel-based Imagery.** 4 hr.; 3 cr. Advanced work in scanner- and camera-derived, pixel-based imagery. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.

**ARTS 278. VT: Vector-based Imagery.** 4 hr.; 3 cr. Advanced work in vector-based imagery and web and video technology. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.

**ARTS 279. VT: Animation and 3-D Modeling.** 4 hr.; 3 cr. Advanced work in animation and 3-D modeling. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.

**ARTS 282. VT: Ceramics II.** 4 hr.; 3 cr. In addition to the refinement of technical skills such as throwing on the potter's wheel, hand building, decorating, glazing, and firing, a focus on concept and content is emphasized through lectures on historical and contemporary ceramics, gallery and museum visits, and critiques. The topic and necessary preparation will be announced before registration, and the course may be taken a total of three times for credit if the topic is different.

**ARTS 283. VT: Sculpture II.** 4 hr.; 3 cr. Prereq.: ARTS 182. A continuation of ARTS 182 with an additional focus on concepts and content. Students are given initial instruction in techniques such as casting and mold making and the use of power equipment and hand tools. Emphasis is also placed on viewing and discussion of work in galleries and museums. The topic and necessary preparation will be announced before registration, and the course may be taken a total of two times for credit if the topic is different.

**ARTS 284. Sculpture III.** 4 hr.; 3 cr. Prereq.: ARTS 283. Advanced projects geared toward more individual development. Highly experimental approaches to materials, forms, and concepts are encouraged. There is an increased focus on the development of skills. Class projects, discussions, and critiques emphasize an understanding of the issues surrounding contemporary sculpture and may include such topics as large-scale, outdoor, and site-specific sculpture as well as multimedia installation.

**ARTS 286. Interaction Design.** 4 hr.; 3 cr. Prereq.: ARTS 241 and ARTS 242. Students create relationships between people, products, and services (from computers to mobile devices, appliances and beyond) through research, analysis, prototyping, and design.

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**ARTS 287. VT: Moviemaking.** 4 hr.; 3 cr. The topic and suggested preparation or special equipment will be announced before pre-registration. May be taken three times for credit if topic is different.

**ARTS 289. Publication Design.** 4 hr.; 3 cr. Prereq.: ARTS 241 and ARTS 242. The design of magazines, newspapers, and other periodicals considered from theoretical, practical, and technical aspects. Class assignments include projects involving typography, grids, color; information graphics; branding; working with writers/editors; as well as scheduling, production, and printing considerations.

**ARTS 290. Motion Graphics.** 4 hr.; 3 cr. Prereq.: ARTS 241 and ARTS 242. Motion graphics can move an audience emotionally and have a significant impact on society through its effect on our senses of sight and hearing. An introduction to Adobe After Effects; projects include animations for websites, commercials, and cinema.

**ARTS 296. Advertising Design.** 4 hr.; 3 cr. Prereq.: ARTS 241. Design for the promotion and marketing of consumer products, business services, and not-for-profit organizations. Offered occasionally.

**ARTS 314. Web Design II.** 4 hr.; 3 cr. Prereq.: ARTS 214. An advanced website design and development class focusing on front-end development (HTML, CSS, and JavaScript) focusing on interaction, motion and data retrieval using publicly available APIs. The class will be discussing how to create interactive websites for both desktop platforms, mobile and tablet as well as the “internet of things” devices. This class could collaborate with the App Design class to build out the designed apps.

**ARTS 333. Introduction to Socially Engaged Art Practice.** 3 hr.; 3 cr. An increasing number of artists, curators, critics, and arts administrators have begun to turn their energies toward a new type of participatory art activism. This “social practice art,” as

the *New York Times* describes it, seeks to bring about positive change within specific communities confronted by complex issues such as racism, urban gentrification, environmental damage, precarious labor conditions, high rates of incarceration, and an influx of global refugees among other challenges. This combined seminar and studio course aims to both investigate, as well as to create, collaborative social practice art projects. Class members will be assigned to work in small teams, generating original fieldwork focused on specific community needs. (CE)

**ARTS 345. Design III.** 4 hr.; 3 cr. Prereq.: ARTS 246. A continuation of ARTS 246 with assignments of larger scope and executed across a variety of media. A focus on the development of the designer’s personal style and working methods, and of specific audiences, commercial contexts, and production issues.

**ARTS 347. Graphic Novel III.** 4 hr.; 3 cr. Prereq.: ARTS 247. Continuation of ARTS 247. Projects in this advanced course will be based on student and teacher interest.

**ARTS 352. Visual Imagery.** 4 hr.; 3 cr. Prereq.: Level I requirements. The development of personal sources of imagery, based on the history of art, world cultures, film and television, fashion and advertising, and popular culture.

**ARTS 353. VT: Art of the Book.** 4 hr.; 3 cr. Topic, along with necessary previous study where appropriate, will be announced before pre-registration. May be taken a total of three times for credit if the topic is different.

**ARTS 359. Illustration III.** 4 hr.; 3 cr. Prereq.: ARTS 259.

**ARTS 362. Color II.** 4 hr.; 3 cr. Prereq.: ARTS 161 and 244. A continuation of ARTS 244, with an emphasis on its application in painting.

**ARTS 365. Specialized Topics in Painting.** 4 hr.; 3 cr. Prereq.: ARTS 161. Offered occasionally with different particular topics.††

**ARTS 369. VT: Ceramics III.** 4 hr.; 3 cr. Prereq.: ARTS 282. The topic on a more advanced level and necessary preparation will be announced before registration, and the course may be taken a total of three times for credit if the topic is different.

**ARTS 370. VT: Special Topics in Design.** 4 hr.; 3 cr. Offered occasionally according to student interest and availability of faculty. Topic will be announced before pre-registration. A strong knowledge of the Mac operating system and graphics software (a minimum of ARTS 191 or equivalent) and suitable design experience are required. See instructor for details. May be taken three times for credit if topic is different.

**ARTS 385. Specialized Topics in Sculpture.** 4 hr.; 3 cr. Prereq.: ARTS 283. Subject will change according to the pedagogical needs felt by the department and the availability of faculty with specific interests. Subject and faculty will be announced before registration.††

**ARTS 387. VT: Technical Workshops.** 4 hr.; 3 cr. Prereq.: Permission of the instructor. Advanced work with software where a student has already demonstrated a high level of skill and where a suitable instructor is available. The student will, in general, meet with the instructor during a regularly scheduled section of an appropriate imaging course. May be taken up to three times for credit if the subject is different.

### **Advanced Courses, Level 3**

**ARTS 350. VT: Comparative Analysis.** 4 hr.; 3 cr. Prereq.: ARTH 101, 102, and student’s academic level is lower junior or above. This course is primarily discussion and critique, in which selected thematic topics are presented, drawn from art history and contemporary art, as well as relevant cultural, social, and/or political

## ART

subjects and issues. Students will present their own work for discussion assignments. The development of critical skills will be emphasized. The topic and necessary preparation will be announced before registration, and the course may be taken a total of two times for credit if the topic is different.

**ARTS 391. VT: Senior Project.** 4 hr.; 3 cr. Prereq.: All Level 1 and 2 requirements, ARTH 101 and 102, and at least one Art History elective. Student-generated final creative project, in the medium of the individual student's concentration. The student meets with the course instructor and/or faculty advisor for regularly scheduled meetings to present their work as it develops, or for critique and discussion. In addition, there may be required group critiques, and class trips. There is a required term paper, due one week in advance of the final review at the end of the semester. A committee of art department faculty participates in the review and grading. Any Incompletes are the decision of the committee only, and are based on the presentation of work during final review. (Capstone)

**ARTS 395. Senior Portfolio.** 4 hr.; 3 cr. Prereq.: ARTS 345. Senior Design majors will fine-tune past projects and create new projects for the development of a print and digital portfolio demonstrating their acquired skills. Documentation of process and a final presentation are required. Should be taken in a student's final semester before graduation. (Capstone)

## BFA

### Level 4 Courses

**ARTS 351. Advanced Drawing.** 4 hr.; 3 cr. Prereq.: All Level-1 and -2 required courses. This class is for BFA students only, and registration is by permission of the instructor only. Individual drawing projects are initiated both from the instructor and from the student. Regular class critiques of work done independently will form the basis of the class in addition to individual tutorials.

**ARTS 386. VT: New Forms.** 4 hr.; 3 cr. Prereq.: At least two Level-2 courses. The exploration of values, concepts, and working methods in the visual arts that abandon the traditional limits and characteristics of painting, sculpture, and printmaking, etc., to enlarge both formal vocabulary and ways of communicating. Topic will be announced before pre-registration. May be repeated for credit a total of three times if the topic is different.††

**ARTS 388. Becoming Insect.** 3 hrs.; 3 cr. Prereq.: Permission of the instructor. A combination of fundamental creative practices with a focus on individual research, reflective writing, and modeling technologies in order to survey, analyze, and develop experimental design ideas and prototypes inspired by the remarkably diverse adaptive physical forms and social systems revealed by insects and other Arthropods. This interdisciplinary hybrid seminar seeks to enhance critical thinking as it explores the shifting line between contemporary art and social practice through the lens of what we consider the human and the nonhuman. By examining the figure of the insect as it appears in art, science, philosophy, and popular culture, students will develop collaborative projects that address one or more related topics, including animal intelligence, networked technology, cyborg affectivity, and interventionist public art.

**ARTS 390. VT: Studies in Contemporary Art.** 4 hr.; 3 cr. Prereq.: At least two Level-2 courses. Colloquium designed to develop critical awareness. Topic will be announced before pre-registration. May be repeated for credit a total of three times if the topic is different.††

**ARTS 392. Senior Project II.** 4 hr.; 3 cr. Prereq.: ARTS 391VT, BFA major with senior standing or department approval. This is a continuation of ARTS 391 and is taken in the student's last semester, when all other studio art course requirements are completed.

**ARTS 393. Independent Internship.** 8 hr.; 3 cr. Prereq.: College average 2.75, department average 3.4. Open to a limited number of qualified students who want to do independent work in a related arts organization. Written application for permission to enroll, stating in detail the nature and scope of the proposed project, must be submitted to the department deputy chair at least one month prior to the date of registration.

BFA students are encouraged to use one 3-credit elective (ARTS 393) course for an internship at one of the department approved nonprofit arts organizations in New York City. The department maintains a list of these organizations, and students can see the deputy chair of Studio Art or a faculty advisor for advice and arrangements with an individual organization.

**ARTS 394. Performance Studio.** 3 hrs., 3 cr. Prereq.: ARTS 182 and 283, or permission of the instructor. Different aspects of live performance art. Focusing on performance at a critical level (including dance, protest as performance, conceptual performance, and institutional critique), students will learn to use live art as a means of social assessment. This course is geared towards the contemporary, and will include several field trips to live events and workshops.

**ARTS 395. Senior Capstone.** 4 hr.; 3 cr. Prereq.: ARTS 345. Senior Design majors will create individual final capstone projects and portfolio presentations as a cumulative expression of acquired skills related to their discipline. Should be taken in a student's final semester before graduation. (Capstone)

**ARTS 397. Queerness and Disability in Contemporary Art, Culture, and Activism.** 3 hr., 3 cr. Exploration of artistic practice and movements in contemporary art as they relate to the intersection of disability and queerness; the politics of representation and embodiment; and current debates around the rhetorics of disability and LGBTQ+ civil rights.

## ART

This course pays special attention to the roles that artistic production and/as activism play in countering hegemonic forms of governance. Substantial attention will be spent on alternatives to the Western dominance of visuality as a primary modality in contemporary art. Students will produce writings and creative projects as platforms to discuss technology, history, sex, gender, disability, illness, and social justice. Weekly case studies, field trips, and contemporary art projects under investigation will include an overview of queer and disabled artists working with media that include painting, sculpture, photography, performance, interactive media, public art, and community-based projects with/for LG-BTQ+ communities, youth, women, and those living with disability, trauma, and mental illness.

**Special Projects in Studio Art.** 4 hr.; 3 cr. Prereq.: Completion of Level 1 and 2 requirements and ARTH 101 and 102, and permission of the instructor and deputy chair of Studio Art. Any title may be repeated for a maximum of six credits with permission of the department. Special Projects courses are designed for students who want more intensive work in any studio discipline, or to strengthen or advance their basic skills in:

**ARTS 254. Drawing SP. Prereq.: ARTS 151.**

**ARTS 256. Painting SP. Prereq.: ARTS 161.**

**ARTS 288. Sculpture SP. Prereq.: ARTS 182.**

**ARTS 357. Graphic Design and Typography.  
Prereq.: ARTS 293.**

**ARTS 367. Computer Imaging SP. Prereq.:  
ARTS 361.**

**ARTS 368. Illustration SP. Prereq.: ARTS 358.**

**ARTS 371. Woodcut SP. Prereq.: ARTS 271.<sup>††</sup>**

**ARTS 372. Intaglio SP. Prereq.: ARTS 272.<sup>††</sup>**

**ARTS 373. Lithography SP. Prereq.: ARTS 273.<sup>††</sup>**

**ARTS 374. Serigraphy SP. Prereq.: ARTS 273.**

**ARTS 375. Photography SP. Prereq.: ARTS 176.**

**ARTS 379. Ceramics SP. Prereq.: ARTS 186.**

**ARTS 396. Advertising Design SP. Prereq.:  
ARTS 296.**

Note that students whose professional objectives and interests indicate the desirability of enrolling for more than 42 credits in intermediate and advanced studio courses must obtain approval of the department. Students are cautioned not to register for studio projects at the expense of required courses.

# Asian-American Community Studies

*Director:* Madhulika Khandelwal

*Dept. Office:* Powdermaker 250,  
718-997-5130; Fax: 718-997-5133

The minor in Asian-American Community Studies offers a comprehensive understanding of the histories, cultures, and social issues of the local and national Asian-American communities and the ability to contextualize this knowledge within the urban cultural diversity of Queens. In addition to collaboration among faculty from various academic departments, the minor has been built upon the long-standing relationship between the Asian/American Center and the Urban Studies Department and is based on close faculty ties and their shared views on curricular and pedagogical issues.

The program focuses on engaging students in a learning process in which they can make connections between their lives and local/global communities, their individual cultures and multicultural populations around them, and between critical inquiry about issues and action for social change. It supports a wide range of majors across campus and further enriches the expertise gained in a major by interdisciplinary exchanges with other academic departments and divisions.

## COURSES

**AACS 107. Immigrant Communities in Queens.** 3 hr.; 3 cr. Introduction to the immigrant neighborhoods and community life in Queens. Students learn about the latest demographics for the borough, community activities involving new and established residents, and political and civic life, especially for new residents who are struggling to gain rights and recognition in New York City and

beyond. The course emphasizes in particular the various local Asian American communities and takes students to guided field visits of Queens neighborhoods.

**AACS 200. Making of Asian American History.** 3 hr.; 3 cr. Prereq.: AACS 107. An historical overview of different Asian American communities, their immigration to the United States, the formation of an Asian American identity around common cultural backgrounds and social issues, relations between Asian Americans and multicultural America, and the significance of documenting the history of groups such as Asian Americans.

**AACS 220. Asian American Communities: Culture, Power, and Agency.** 3 hr.; 3 cr. Prereq.: AACS 200. The shaping of Asian American communities has been by state policies, social constructions such as race and gender, inter-community relations, and by literary and cultural productions. A key component of the course will be analysis of community organizations, their structure and mandate, and the various issues they address such as educational opportunities, health care, and citizenship rights.

**AACS 370. Field Work in Asian American Communities—Opportunities for Service Learning and Research.** 3 hr.; 3 cr. Prereq.: AACS 220. A credit-bearing internship for students interested in pursuing applied knowledge in Asian American community organizations and American agencies serving these populations which is meant as a capstone for the AACS minor. The internships are accompanied by regular meetings with a faculty member who will supervise the learning experiences and outcomes of the students. (A waiver to the internships may be granted to students willing to pursue an independent study research project with a faculty member from any department and division of the college. An approval by the director will be required for this waiver.)

## REQUIREMENTS FOR THE MINOR IN ASIAN-AMERICAN COMMUNITY STUDIES

The minor consists of 18 credits:

**Core Requirements (4 courses, 12 credits)**  
AACS 107, 200, 220, and 370.

**Distribution Requirements (2 courses, minimum 6 credits)**

Students may select any two from a wide range of courses offered across campus on Asian-American/multicultural community studies topics. The program office will provide a list of eligible courses every semester.

CMLIT 340	Literature and History of the Asian Caribbean
DANCE 397	Chinese Calligraphy and Dance
ENGL 255	Global Literatures in English
ENGL 369	Asian American Literature
ENGL 379	Modern Protest Literature of the Pacific
ENGL 391W	Asian American Comedy
ENGL 395W	Graphic Narratives
FNES 390.3	Healthy Dietary Practices in Northeast Asian Culture
HIST 200	Oral History and Community Activism in Queens
LCD 288/ANTH 288	Voices of New York
SOC 275	Sociology of Asian Americans
URBST 220	Asian American Racial Formation
URBST 220	Planning the Future of Downtown Flushing

# Biology

*Chair:* Nathalia Holtzman

*Department Office:* Science Building D346,  
718-997-3400; Fax: 718-997-3445

*Professors:* Dennehy, Meléndez, Savage-Dunn, Waldman, Weinstein, Zakeri; *Associate Professors:* Baker, Holtzman, Lahti, Ma, Short, Sperling; *Assistant Professors:* Alvarado, Fath, Tajerian; *Lecturers:* Cheema, Muehlbauer, Vesanen; *Laboratory Technicians:* Birne, Castillo, David, Freilich, Hudson, Tessitore; *Department Secretary:* Capellan; *Professors Emeritus:* Chabora, Greller, Michels, Roze, Szalay; *Associate Professors Emeritus:* Alsop, Calhoon, Koepfer, Nathanson, Pierce, Rifkin

*Majors Offered:* Biology (State Education Code 26453) and Biology-Secondary Education (State Education Code 26453)

The Biology Department offers the biology major with two concentrations—Biology and Biology-Education—as well as the biology minor. Students who choose one of these options must consult with an appropriate faculty advisor early in their course of studies.

Faculty advisors are available for students interested in general biology, biology-education, evening studies, transfer and permit courses, second baccalaureate, interdisciplinary studies, and graduate (master's and doctoral) studies. Inquire at the office (SB D346) or call 718-997-3400 for appropriate advisor and office hours.

The biology major provides students with a foundation for a variety of professional options. Upon graduation, they may find employment as technicians in health-related, industrial, or university laboratories. Those desiring a research career in the governmental, private, or academic sector should plan to continue their education at the graduate level. Such a career may be focused toward work in the field and/or in the laboratory.

This concentration is valuable to those interested in consumer protection services, environmental law, forestry, conservation, and scientific and medical illustration or writing. Government opportunities exist in the Departments of Agriculture, State, Interior, Commerce, Health and Human Services, and Treasury. This concentration is also the traditional route to professional schools leading to careers in medicine, dentistry, optometry, and other health-related vocations.

The Biology-Education concentration, a program of study coordinated with the Division of Education, is for students who want to meet the requirements for teaching biology in middle, junior high, and senior high schools. Questions concerning this major should be referred to the Biology-Education Advisor. Students also should consult with an advisor in either the Elementary & Early Childhood Education Department (EECE) or the Secondary Education & Youth Services Department (SEYS) to determine the education requirements for New York State certification.

## THE MAJORS AND THE MINOR

Students who choose the Biology major must consult with an appropriate program advisor (the programs are listed below) early in their course of studies. Majors interested in the health professions should consult with the college pre-professional career advisor. Students choosing the Biology-Education major must consult with the Biology-Education Advisor. Students who choose to minor in biology must consult with the Undergraduate Advisor.

All students must prepare a concentration plan with an advisor and file this with the department before registering for any advanced biology courses, typically by the beginning of the sophomore year. This plan is solely a description of a proposed course of study; it may be changed at any time in consultation with an advisor. All students also must be listed with the Registrar as a biology major, Biology-Education major, or a biology

minor. Both the concentration plan and notification of the Registrar are required before a student can take advantage of departmental preregistration for advanced courses in biology or be graduated with a major or minor in biology.

All courses credited toward the biology major must be completed with a grade of C– or better. Credits earned in Tutorial (Biology 387) and Research (Biology 390–396) may not be applied toward the major's requirements. CHEM 113.1, CHEM 113.4, 114.1 and 114.4 (or CHEM 19 and 159) are prerequisite to all 300-level biology courses.

No course may be taken more than twice, and credit will be given only once for the same course except where otherwise noted in the course description.

A maximum of 3 credits in combination of tutorial (BIOL 386) plus research (BIOL 390, 391, 395, or 396) courses may be taken in one semester. A maximum of 12 credits in combination of tutorial (BIOL 386) plus research (BIOL 390, 391, 395, or 396) courses may be applied toward the degree.

## The Biology Majors

See the box on page 112 for the specific requirements for the majors.

*Note:* Students wishing to attend health-profession schools or to undertake further graduate training must take some or all of the following cognate courses: CHEM 113.1, 113.4, 114.1, 114.4, 251, 252; PHYS 121.1, 122.4, 122.1, 122.4; MATH 151 and 152; or equivalents.

## Biology Majors Who Want to Enter the Health Professions

*Advisors:* V. Cook, M. Vasanen

*Office Staff:* H. Wonahua-Adam

*Office:* Science Bldg. B338, 718-997-3470

It is recommended that pre-health profession students take several laboratory courses in biology and biochemistry. These courses should be completed before the beginning of the senior year.



## BIOLOGY

### REQUIREMENTS FOR THE MAJOR: BIOLOGY (MAJOR CODE BIOL-BA)

All courses credited toward the major or minor must be completed with a minimum grade of C–.

#### Required

At least 36 credits in biology, including BIOL 105, 106, and two of BIOL 285, 286, or 287 with the remainder being in 200-level courses and above, of which at least three of the advanced courses, not including BIOL 344, 381, 390, 391, 395, or 396, must be at the 300 level, and at least four must be laboratory courses. One year of general chemistry (CHEM 113.1, CHEM 113.4, 114.1 and 114.4 or equivalent) plus one semester of organic chemistry (CHEM 251 or equivalent) plus one semester of calculus (MATH 142 or 151 or equivalent) or BIOL 230 or equivalent. At least 20 of the biology credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with a departmental advisor.

#### Transfers

A maximum of 16 biology credits are accepted as transfer credits in the major.

### REQUIREMENTS FOR THE MAJOR: BIOLOGY-EDUCATION (MAJOR CODE BIOLED-BA)

#### Required

At least 30 credits in biology, including BIOL 105, BIOL 106, and two of BIOL 285, 286 or 287; the remainder must be in 200- and 300-level courses, of which at least two must be 300-level courses and at least three must be laboratory courses. A minimum of a year of chemistry (normally CHEM 101.1, 101.3, 102.1 and 102.3, or equivalent); and one semester of calculus (MATH 142 or 151, or equivalent) or BIOL 230 or equivalent. At least 16 of the credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with the biology-education advisor.

Also required are 16 credits in major-level courses in the following cognate departments: Chemistry & Biochemistry; Computer Science; Earth & Environmental Sciences;

Family, Nutrition & Exercise Sciences; Mathematics; Physics. These courses are to be chosen in consultation with the advisor.

Also required is a co-major in Elementary & Early Childhood Education or a major in Secondary Education & Youth Services, as prescribed by a subject matter advisor of the pertinent EECE or SEYS Department.

### REQUIREMENTS FOR THE MINOR IN BIOLOGY (MINOR CODE BIOL-MIN)

Students who minor in biology must complete BIOL 105 and 106 and at least 9 credits of advanced biology courses, not including the research courses (BIOL 390, 391, 395, 396). All the advanced courses must be taken at Queens College.

### REQUIREMENTS FOR THE MINOR IN HEALTH SCIENCES

A minimum of 20 credits from the following courses is required.

- BIOL 40, 41, 44, 45, 105, 106, 201, 230, 285, 286
- CHEM 101.1, 101.3, 102.1, 102.3, 103.1, 103.3, 113.1, 113.4, 114.1, 114.4, 251.1, 251.4, 252.1, 252.4, 371
- FNES 163
- PHYS 121.1, 121.4, 122.1, 122.4, 145.1, 145.4, 146.1, 146.4

1. Of the 20 required credits, at least 10 must be taken in residence at Queens College. All 20 credits must be completed with a grade of C or higher. In courses in which the lecture and laboratory components have separate registration numbers (e.g., CHEM 113.1 and 113.4 or PHYS 121.1 and 121.4), students must pass both components for the credits to be counted toward the minor. The minor requirements may overlap with a student's major's requirements. In such cases, a maximum of 10 credits may be applied toward both the major and the minor; the remaining credits required for the minor must be different from the student's major's requirements.
2. For transfer students who have taken courses relevant to the minor, a maximum of 10 transferred credits may be used to fulfill the minor's requirements.

### Biology Majors Who Wish to Teach Biology in Secondary Schools

**Advisor:** Inquire at department office.

Students who want to meet requirements for a certificate to teach biology in middle, junior, or senior high schools should follow the major in Biology-Education and consult with the Secondary Education and Youth Services Department to determine the education requirements for New York State certification.

### The Biology Minor

See the box on this page for the specific requirements for the minor.

All courses credited toward the biology minor must be completed with a grade of C– or better. Tutorial or research courses (BIOL 387, 390, 391, 395, 396) may not be credited toward the biology minor. CHEM 113.1, CHEM 113.4, 114.1, and 114.4 are prerequisite to all 300-level biology courses. No course may be taken more than twice, and credit will be given only once for the same course.

*Note:* All 200-level and above biology courses must be taken at Queens College.

### MINOR IN HEALTH SCIENCES

*Advisor:* S. Cheema

### Background

The minor in the health sciences is suitable for students planning to pursue a career in the health professions and needing to complete prerequisite courses required by professional schools that may not be required for their majors at Queens College.

### Recruitment

Queens College students who have already declared a major will be eligible to opt for the minor.

## BIOLOGY

### POST-BACCALAUREATE CERTIFICATE IN MEDICAL CAREER PREPARATION

*Advisor:* M. Vasanen

The program for the Post-Baccalaureate Certificate in Medical Career Preparation is designed for individuals seeking to switch career paths and enter fields in the health professions, including allopathic or osteopathic medicine, dentistry, veterinary medicine, podiatric medicine, pharmacy, optometry, physician assistant, physical therapy, or occupational therapy. The program couples academics with individualized pre-health advising and tutoring services. It also offers assistance in obtaining essential research, clinical volunteering, and community service experience. After successful completion of the program, students are prepared to take the appropriate standardized tests and apply to competitive health professions schools.

#### Requirements for Matriculation

- A Bachelor of Arts (BA) or Bachelor of Science (BS) degree
- An official transcript from the college or university where the BA or BS was awarded
- Official transcripts from all previously attended colleges and universities
- A minimum overall undergraduate grade-point average (GPA) of 3.0
- Completion of fewer than or equal to 25 credits of required pre-health course work, with a grade of *B* or better
- Completed application and fee
- A short essay (400–500 words) describing why the candidate wants to pursue a career in the health professions
- Letters of recommendation (maximum of three)

#### Departmental Requirements

The core pre-health course work is generally completed within a two-year period. It includes the following courses, listed per semester.

	<i>credits</i>
<i>Fall Semester 1</i>	
■ BIOL 105, General Biology: Physiology and Cell Biology	4
■ CHEM 113.4, General Chemistry I	4
■ CHEM 113.1, Introduction to Chemical Techniques	1
■ MATH 141, Calculus/Differentiation	3
<i>Spring Semester 1</i>	
■ BIOL 106, General Biology: Life-forms and Ecosystems	4
■ CHEM 114.4, General Chemistry II	4
■ CHEM 114.1, Quantitative and Qualitative Analysis	1
■ PSYCH 107.3 and 107.1 or SOC 205, Social Statistics	4
<i>Summer Semester 1</i>	
■ CHEM 251.4, Organic Chemistry I	4
■ CHEM 251.1, Organic Chemistry Laboratory I	1
<i>Fall Semester 2</i>	
■ CHEM 252.4, Organic Chemistry II	4
■ CHEM 252.1, Organic Chemistry Laboratory II	1
■ PHYS 121.4, General Physics I	4
■ PHYS 121.1, General Physics I Laboratory	1
<i>Spring Semester 2</i>	
■ CHEM 371, Biochemistry I	4
■ PHYS 122.4, General Physics II	4
■ PHYS 122.1, General Physics II Laboratory	1
<b>Total</b>	<b>49</b>

During the glide year (Fall and Spring Semesters 3), students are strongly encouraged to continue their academic studies and take several additional science courses. They may choose from the following relevant science courses: BIOL 201, 285, 286, 325, 326, 350, 360, 365, 366, 368, 369, and 373; and CHEM 372 and 376.

#### Requirements

#### NONMAJOR COURSES

The department offers survey and topic-oriented courses (designated as the 1–099 series) that have been designed for nonmajors. Most of these courses have recitation/demonstration sections rather than formal laboratories.

#### DEPARTMENT AWARDS

The department offers the following prizes and awards: the *Donald E. Lancefield Award*, for excellence in biology, to be awarded to the biology major with the highest grade-point average; the *Darwin Prize*, for the biology major with the second highest grade-point average who has demonstrated an interest in research; the *Laura H. and Arthur L. Colwin Prize*, for excellence in undergraduate research, to be awarded to a biology major who is not a pre-professional student; the *Muriel & Philip Feigelson Award*, to a graduating senior majoring in biology who has done the best undergraduate research and has also demonstrated significant academic achievement; the *Max K. Hecht Scholarship Fund*, to a junior or graduating senior who is considered to be an outstanding biology major, with accomplishments in academic research studies (preference will be given to students interested in organismic biology, Max's field); and the *Victor J. Jules Scholarship*, awarded to biology majors who: (1) have demonstrated financial need, (2) have filed a concentration plan as a major and completed or are in the process of completing at least 6 credits of electives in biology, and (3) have an overall GPA of at least 3.0 (first consideration will be given to eligible sophomores and then to juniors; this endowed scholarship is to be used for educational expenses).

\*MAT charges possible.

## BIOLOGY

### COURSES\*

#### Course Numbering

Courses offered by the Biology Department are numbered according to the following system:

**BIOL 1–099.** Courses open to students in all disciplines, but not creditable to the major or minor in biology.

**BIOL 100–199.** Introductory courses for majors and minors (freshman level).

**BIOL 200–299.** Second-level courses for which the prerequisites are BIOL 108 and CHEM 114.1, CHEM 114.4 (sophomore or junior level).

**BIOL 300–399.** Third-level courses having either a 200-level biology or advanced-level chemistry prerequisite (upper-class level).

In addition, the middle digit of all 200- and 300-level course numbers is used to denote the area of study of the course, as follows:

- 0 Microbiology
- 1 Botany
- 2 Zoology
- 3 Mathematical Biology
- 4 Community and Ecosystem Biology
- 5 Genetics and Evolution
- 6 Cell and Developmental Biology
- 7 Physiology
- 8 Variable Content, Seminars, Colloquia
- 9 Undergraduate Research

### NONMAJOR COURSES\*

**BIOL 8. Fundamentals of Biology.** 2 lec., 2 lab. hr.; 3 cr. A survey course in biology designed for students in Adult Collegiate Education (ACE) and the LEAP project. The areas of cell biology, heredity, development, physiology, ecology, and evolution are covered. Emphasis will be placed on human-related topics such as health, the environment, and current developments in biology. No previous knowledge of biology or chemistry is assumed. Not open to students who have taken BIOL 11. Fall, Spring

**BIOL 9. Introductory Biology.** 3 lec. hr.; 3 cr.

A general introduction to biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology, and evolution. No previous knowledge of biology or chemistry assumed. Not open to students who have taken BIOL 11 or the equivalent. This course is designed for non-science majors and may not be used to fulfill biology major or minor requirements.

#### **BIOL 10. Laboratory in Introductory Biology.**

3 lab hr.; 1 cr. Prereq.: BIOL 9. Laboratories in the topics of introductory biology as presented in BIOL 9. May not be used to fulfill biology major or minor requirements. Not open to students who have taken BIOL 11.

#### **BIOL 11. Introduction to College Biology.**

3 lec., 3 lab. hr.; 4 cr. A general introduction to biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology, and evolution. No previous knowledge of biology or chemistry assumed. For students in all areas, including physical education majors and prospective biology majors who have not had previous high school biology or chemistry courses. Not open to students who have taken BIOL 8, 9, or the equivalent, except with permission of the chair. This course is designed for non-science majors and may not be used to fulfill biology major or minor requirements. (LPS, SW, SCI)

#### **BIOL 13. Writing in the Sciences: Life Science Themes.**

3 hr.; 3 cr.; Prereq.: English 110. BIOL 13 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of science. It is a discipline-based writing seminar that provides students with the opportunity to hone their writing skills within a field of scientific inquiry. Because lucid writing is essential to communicating science, students will work on the clear expression of ideas within different genres of scientific literature, adapted for different audiences. In developing the

science writer's craft, students will also gain techniques applicable to other academic disciplines since writing skills have a universal application. (EC2)

#### **BIOL 14. Introduction to Biology and Society.**

2 lec.; 1 lab. hr.; 3 cr. A lecture and lab course focusing on the exploration of scientific principles, their applications, and critical analysis of the results of selected subjects that focus on their impact on society. Various current topics of interest will be explored in the context of their scientific basis and their ethical and economic impacts on social systems. Readings, written assignments, and discussions are designed to encourage students to develop interpretative and analytical skills as they explore biological advances and their impact on society. Laboratories will present opportunities for the observation of biological fundamentals, observation and data gathering, statistical analyses and hypothesis testing, computer simulations and explorations of various topics, such as population growth, ecological footprints, food consumption and production, genetic fundamentals and analysis, and evolutionary processes. (LPS, SCI)

#### **BIOL 17. Science, Medicine and You.**

3 lab. hr.; 3 cr. This laboratory course is designed to introduce students to the tools needed to critically evaluate the scientific and medical information presented in the media (both in print and on the Internet). This course will provide you insight into current scientific and medical discoveries with a focus on how they impact you. Each lab will explore a specific human disease/condition such as heart disease, flu pandemics, HIV, cancer, and aging. You will become comfortable with science in the news through weekly "newscasts" presented by fellow lab members. You will also carry out some of the important experimental techniques that lead to our current understanding.

#### **BIOL 21. Introduction to Human Genetics.**

3 lec. hr.; 3 cr. Heredity, with special emphasis on human genetics. For non-science majors. May not be used to fulfill biology major or minor requirements.

## BIOLOGY

### **BIOL 22. Introduction to Human Physiology.**

3 lec. hr.; 3 cr. How the human body works: support and movement, coordination and communication, digestion, excretion, and reproduction. For non-science majors. May not be used to fulfill biology major or minor requirements. (SCI)

**BIOL 23. Human Biological Origins.** 3 lec. hr.; 3 cr. Biology in the fourth dimension. A tour through time to examine our successively more remote ancestors and their relationships to other important groups such as birds and dinosaurs. Includes some trips to museums. For non-science majors. May not be used to fulfill biology major requirements.

**BIOL 24. Biology and Society.** 3 lec. hr.; 3 cr. Prereq.: None, although BIOL 11 is recommended. A non-major lecture course (supplemented with video) focusing on selected biological principles in genetics, development, evolution, physiology, and ecology which are discussed in the context of their impact on the human population. The approach throughout is to initially provide a scientific background of principles and processes and then relate them to human society in the most global sense. The ethical considerations of many situations, such as genetic testing, pollution influences on developmental disabilities, and humanitarian aid in overpopulation crises, are considered. (SCI)

**BIOL 25. Biological Evolution.** 3 lec. hr.; 3 cr. Prereq.: BIOL 11 or high school biology. A survey of the evidences for biological evolution, including the origin and history of life, the forces driving change, and human evolution, past, present, and future. This course is designed for non-science majors and may not be used to fulfill biology major or minor requirements. (SW, SCI)

**BIOL 28. Infectious Diseases.** 3 lec. hr.; 3 cr. Prereq.: BIOL 9 or 11, or permission of the instructor. The life cycle, evolution, ecology, and infection processes of disease-causing organisms. Epidemiology and transmission mechanisms of pathogens. Immunol-

ogy, disease prevention, and drug discovery methods. Specific examples include diseases important to human history, newly emerging diseases, and bioterrorism. This course is designed for the non-science major and may not be used to fulfill biology major or minor requirements.

**BIOL 34. Genomics Research Experience I.** 3 cr. Open to freshmen only. The first part of a two-semester sequence (Biology 34 and 35) that will introduce students to the scientific method for designing procedures for investigating natural phenomena, collecting data, acquiring new knowledge, and correcting and integrating existing knowledge. Students with no background in biology will participate in an authentic research experience—integrated into a laboratory course designed for freshmen—that will result in a significant contribution to the understanding of microbial genomics. During the fall course, soil samples will be collected in the field. From these samples students will identify and purify bacteriophages (viruses that infect bacteria). The bacteriophages will be characterized structurally by electron microscopy, and their DNA will be purified and sequenced. (SCI) Fall

**BIOL 35. Genomics Research Experience II.** 3 cr. Prereq.: BIOL 34. The second part of a two-semester sequence (Biology 34 and 35). During the spring course, open only to those completing the fall course (BIOL 34). DNA sequences of phages obtained during the fall semester will be analyzed with bioinformatic tools and compared with those of phages isolated at other locations. The goal is to identify genes and their organization, examine their similarities and differences that may characterize different phage groups, and determine how these groups may have arisen during evolution. (SCI) Spring

**BIOL 40. Anatomy and Physiology I.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. First semester of a two-semester combined lecture and laboratory course. Functional and descriptive anatomy and physiology with focus on human systems. May not be used to fulfill biology major or minor requirements.

**BIOL 41. Anatomy and Physiology II.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: C– or better in BIOL 40. Second semester of a two-semester combined lecture and laboratory course. Functional and descriptive anatomy and physiology with focus on human systems. May not be used to fulfill biology major or minor requirements.

**BIOL 43. Anatomy and Physiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: A grade of C– or better in BIOL 11 or 106; CHEM 101.1, 101.3 or 102.1, 102.3. Functional and descriptive anatomy and physiology of the human and other mammals, emphasizing practical aspects. May not be used to fulfill biology major or minor requirements.

**BIOL 44. Food and Human Microbiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 11, BIOL 40 or BIOL 106. The student will be introduced to general microbiology. Emphasis will be placed on the microbiology of food and human disease and immunology. The laboratory will deal with the characteristics of microorganisms and their role in the preparation of food. May not be used to fulfill biology major or minor requirements.

**BIOL 45. Microbiology for Health Professions.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 11 or BIOL 40 and 41, or equivalent, with a grade of C+ or better, or permission of instructor. May not be used to fulfill biology major or minor requirements. Not open to students who have completed BIOL 201. Microbiology with emphases on characteristics, natural history, and handling of human pathogens. This course is designed for students planning to enter into a professional nursing program and other health professions.

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**BIOL 51. Sociobiology.** Prereq.: Open only to juniors and seniors. An evolutionary and ecological analysis of social behavior and communication in humans and animals. Nature and nurture from a modern scientific perspective. Examines the biological and social basis of behaviors such as altruism, male and female reproductive strategies, parenting, generation gaps, cultural patterns, and language. May not be used to fulfill biology major or minor requirements.

**BIOL 52. The Biology of Cancer.** 3 lec. hr.; 3 cr. Prereq.: BIOL 11 or permission of the instructor. How normal cell function and division is controlled as compared to the metabolism and growth of cancer cells. Includes consideration of the factors causing or contributing to cancer formation (chemicals, viruses, radiation, diet, genetics), the classification of cancers, the rationale for and description of the different types of cancer therapy, and future directions for cancer research. May not be used to fulfill biology major or minor requirements.

### INTRODUCTORY COURSES FOR THE MAJOR

**BIOL 105. General Biology: Physiology and Cell Biology.** (formerly Biology 108) 3 lec., 3 lab. hr.; 4 cr. Prereq.: High School biology and chemistry. Not open to students who have taken BIOL 108. Principles of cell biology, heredity and information transfer, physiology, and development. (LPS, SW, SCI)

**BIOL 106. General Biology: Life-forms and Ecosystems.** (formerly Biology 107) 3 lec., 3 lab. hr.; 4 cr. Prereq.: BIOL 105 or BIOL 108 or permission of Chair. Not open to students who have taken BIOL 107. Principles of animal and plant diversity, evolution, behavior, and ecology. (LPS, SW, SCI)

### 200-LEVEL MAJOR COURSES

**BIOL 200. Foundations of Research in Biology.** 2 lec. hr.; 2 cr. Prereq.: BIOL 105 and a B– or greater average in biology courses. Introduction to the critical thinking tools required to conduct research in biology. Topics include the scientific method, experimental design, and hypothesis testing; introductory statistical methods for data analysis; communication of research findings via research papers, posters, and oral talks; and ethics in scientific research. BIOL 200 is a prerequisite for all students interested in registering in the research project courses BIOL 390, 391, 395, and 396 with faculty members in the Biology Department.

#### Microbiology

**BIOL 201. General Microbiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106; CHEM 102.1, 102.3 or 114.1 and 114.4 or equivalent. Significance, structure, metabolism, and functions of microorganisms; the basic bacteriological techniques of culture, isolation, and identification.

#### Botany

**BIOL 213. Field Botany.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106. Introduction to local flora and vegetation. Lectures will emphasize the structure and composition of local vegetation. Laboratories will consist mainly of field trips to parks, preserves, and botanical gardens. Students will submit a field trip report and a plant collection.

**BIOL 310. Lower Plants.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106 and 287. Introduction to the biology of the algae, fungi, and bryophytes of the northeastern United States. Laboratory includes several field trips.

**BIOL 315. Higher Plants.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107. Survey of the vascular plants with emphasis on the flowering plants and taxonomic characteristics useful in identification of major plant groups. Laboratories will be devoted to techniques of

identification. Students will submit a plant collection. Field trips comprise a large part of the laboratory component; they will occupy half or whole days.

#### Zoology

**BIOL 220. Invertebrate Zoology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106. Evolution, classification, anatomy, and physiology of the invertebrates. Laboratory includes dissection of representative forms and a weekday or weekend field trip.

**BIOL 226. Comparative Vertebrate Anatomy.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106. Functional and phylogenetic morphology of the vertebrates. Laboratory includes dissection of representative forms.

#### Mathematical Biology

**BIOL 230. Biostatistics.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106 or the equivalent. Not open to students who have successfully completed any one of the following courses (or their equivalents): ECON 249; MATH 14, 241; PSYCH 107; SOC 205, 306. Probability models, statistical inference, design of experiments, and critical analysis of statistical applications in biology. (SQ)

#### Community and Ecosystem Biology

**BIOL 241. Techniques of Field Biology.** 1 lec., 4 lab. hr.; 3 cr. Prereq.: BIOL 107; CHEM 114.1, CHEM 114.4 or 159 or the equivalent. An introduction to collection and analyses of data in the field. Topics shall include design of experiments and controls, methodologies of different types of field collections, use of keys, and statistical analyses. One evening and several all-day weekend field trips to different study sites may be included. A collection may be required.

#### Genetics and Evolution

**BIOL 245. Evolution and Culture.** 3 lec. hr.; 3 cr. Prereq.: BIOL 106 or equivalent, or permission of the instructor. Assessment of recent evolutionary theories associated with culture: behavioral ecology, evolutionary psychology, memetics, and bio-cultural co-evolution.

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These theories are comparatively examined and compared by discussing current research, critiques, and their application to human and animal cultures.

**BIOL 251. Genetics Laboratory.** 1 rec., 3 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 285. Laboratory exploration of the fundamental concepts of genetic analysis utilizing different model organisms.

### **Variable Content**

**BIOL 280. Topics in Biology.** 1–3 hr.; 1–3 cr. Prereq.: BIOL 106 and permission of instructor. Particular topic of current interest in biology. May be repeated for credit if topic changes but credited only once for the major.

### **Principles Courses**

**BIOL 285. Principles of Genetics.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: BIOL 105 and 106; Pre- or coreq.: CHEM 102.1, 102.3 or 114.1 and 114.4 or the equivalent. The inheritance, structure, and function of genetic material.

**BIOL 286. Principles of Cell Biology.** 3 lec. hr.; 3 cr. Prereq.: BIOL 105 and 106; Pre- or coreq.: CHEM 102.1, 102.3 or 114.1 and 114.4 or equivalent. Structure, function, and regulation of cells, including cell cycle, subcellular compartmentalization, signal transduction, and cell-cell interactions.

**BIOL 287. Principles of Evolutionary Biology.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: BIOL 106. The mechanisms and processes of biological evolution.

**BIOL 288. General Ecology.** 2 hr. lec., 1 hr. rec.; 3 cr. Prereq.: BIOL 105 and 106. The relationships between organisms and their environment and between organisms and other organisms. Lab sessions will be a mix of indoor and field activities.

## 300-LEVEL MAJOR COURSES

### **Botany**

**BIOL 312. Morphology and Evolution of Plants.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106 and one of 210, or 212, or 213; CHEM 114.1, CHEM 114.4 or 102.1, 102.3 or equivalent. Comparisons of plant form and function. Lectures will emphasize the structure and origin of plant organs, and the use of this information in classifying major plant groups. Information from paleobotany will be integrated with comparative morphology of living plants. Laboratory includes several field trips.

**also see** BIOL 371 (Plant Physiology) and BIOL 380 (Field Biology)

### **Zoology**

**BIOL 320. Parasitology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106 and 220; CHEM 114.1, CHEM 114.4 or 102.1, 102.3 or equivalent, or permission of the chair. Ecology, distribution, pathology, and control of the parasites of humans and other selected animals. Particular emphasis on the evolution of host-parasite relationships, and on the approaches to solving the basic problems of animal parasitism.

**BIOL 321. Entomology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 220; CHEM 102.1, 102.3 or 114.1 and 114.4 or equivalent, or permission of the chair. Anatomy, physiology, classification, and ecology of the terrestrial mandibulate arthropods, with special emphasis on the insects. Laboratory includes field trips and may require an insect collection. Students should expect to reside at a field study site in the greater metropolitan New York area for at least one week of the course (dormitory fees will be announced and collected at time of registration). Summer Session only.

**BIOL 325. Anatomy and Physiology I.** 3 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 286, CHEM 114.1, CHEM 114.4, or equivalents, or permission of the instructor. The structure, function, and integration of the nervous, musculoskeletal, and circulatory systems. Laboratory will focus on human systems.

**BIOL 326. Anatomy and Physiology II.** 3 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 286, CHEM 114.1, CHEM 114.4, or equivalents, or permission of the instructor. The structure, function, and integration of the respiratory, osmoregulatory, digestive, and endocrine systems. Laboratory will focus on human systems.

**also see** BIOL 345W (Animal Behavior), BIOL 360 (Vertebrate Histology), BIOL 365 (Developmental Biology), BIOL 372 (Vertebrate Physiology), and BIOL 380 (Field Biology)

### **Mathematical Biology**

**BIOL 330. Design of Experiments.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 230 or an equivalent introductory course in statistics (ECON 249; MATH 241; PSYCH 107; SOC 205, 306), or permission of the instructor. The design and analysis of biological experiments. Formulation of biological problems in terms of statistical analysis, planning experiments, and anticipating appropriate analyses. Use of computer statistical packages.

### **Community and Ecosystem Biology**

**BIOL 340. General Ecology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 287 or permission of the chair. Theory and analysis of structure, growth, regulation, and dynamic interactions within and between populations. Composition of biological communities in terms of their structure, species abundance and diversity, interspecific interactions, and integration with the physical environment.

**BIOL 344. Contemporary Issues in Biology.** 3 hr.; 3 cr. Prereq.: BIOL 285, 286, and two of the three 300-level courses required for the major. A lecture and discussion course for senior biology majors focusing on a critical analysis of selected subjects encompassing current biological developments in the context of their ethical, scientific, and economic impact on human social systems. This course is designed to permit students to develop interpretative and analytical skills and to explore their own intellectual and practical responses

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to the impact of biological advances on society. Using primary literature, students are expected to write and discuss a number of their papers; one of these will be a long paper in conjunction with an oral presentation.

**BIOL 345W. Animal Behavior.** 3 lec., 1 rec.; 4 cr. Prereq.: ENGL 110; BIOL 285 or 287. Study of animal behavior. Topics include the description, evolution, development, physiological basis, and ecological significance of behavior. Includes one field trip to a natural area such as Jamaica Bay Wildlife Refuge to witness wild animal behavior and a second field trip to a place such as the Bronx Zoo to observe behaviors in captive organisms that illustrate concepts presented in the course.

**BIOL 346. Limnology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 287 or permission of the chair. Survey of the physical, chemical, and biological properties and features of streams, rivers, and lakes.

**BIOL 347. Marine Biology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 287 or permission of the chair. Study of marine organisms and biological oceanography. Short trips scheduled on oceanographic research vessels. Usually offered in Summer.

**BIOL 348. Chemical Ecology.** 2 lec. hr.; 2 cr. Prereq.: BIOL 107 and 108; CHEM 251 or equivalent. The chemical mediation of ecological interactions, including chemical basis of food selection, plant antiherbivore and antifungal defenses, chemistry of mutualistic associations, animal pheromones and defense substances, allelopathy, and chemicals in the environment.

**BIOL 349. Chemical Ecology Laboratory.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 348. The use of modern instrumental techniques in chemical ecology: analysis of foods, measurement of nutrient and electrolyte levels of biological materials, isolation and quantification of plant and animal defense compounds. **also see** BIOL 380, Field Biology

### **Genetics and Evolution**

**BIOL 350. Molecular Genetics.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: BIOL 285 and 286; CHEM 251 or the equivalent. Chemistry majors may substitute CHEM 375 in lieu of BIOL 286. Molecular basis of heredity. Topics include the structure of DNA and RNA, transcription, translation, mechanisms of recombination and mutation, regulation, and transmission genetics of viruses, prokaryotes, and eukaryotes.

**BIOL 352/ANTH 364. Anthropological Genomics.** 3 lec. hr., 1 rec. hr.; 4 cr. Prereq.: ANTH 260 or BIOL 287 or BIOL 285 or instructor's permission. Exploration of how genes can be used to understand human history, ancestry, and evolution while also allowing students to participate in this growing area of knowledge by optionally collecting genetic data from their own genome. (SYN)

**BIOL 355. Evolution Laboratory.** 1 rec., 3 lab. hr.; 2 cr. Prereq.: BIOL 285 and 287. The use of bioinformatics and molecular biology techniques in evolutionary biobiology: analysis of genetic polymorphism in populations, molecular inference of phylogenies, phylogenetic, and population genetics methods. Use of pertinent computer analysis.

### **Cell and Developmental Biology**

**BIOL 360. Vertebrate Histology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 105 and 286. Microscopic structure and ultrastructure of vertebrate tissue and organ systems. Laboratory emphasizes identification and analysis of commercially prepared slides of vertebrate tissue.

**BIOL 362. Laboratory Techniques in Molecular Biology.** 2 rec., 3 lab. hr.; 3 cr. Prereq.: BIOL 285 or permission of the instructor. Introduction to the basic laboratory techniques of molecular biology.

**BIOL 363. Laboratory Techniques in Cellular Biology.** 2 rec., 3 lab. hr.; 3 cr. Prereq.: BIOL 286 or permission of the instructor. Introduction to the basic laboratory techniques of cellular biology.

**BIOL 364. Theory and Biological Application of Electron Microscopy.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 263 and 360. Principles and practice of electron microscope operation and preparation of tissues for fine structure studies.

**BIOL 365. Developmental Biology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106 and 286. Gametogenesis, fertilization, and embryonic development through organogenesis. Mechanisms of cell differentiation and morphogenesis as revealed by techniques of experimental embryology.

**BIOL 366. Immunology.** 3 lec. hr.; 3 cr. Prereq.: BIOL 106 and 286. The components and mechanisms of action of the immune system. Topics include requirements for antigenicity, types of antibodies, humoral and cell-mediated responses including allergy, graft rejection, and autoimmune diseases.

**BIOL 367. Molecular Biology.** 3 lec. hr.; 3 cr. Prereq.: Two of the three Principles courses BIOL 285, BIOL 286 or BIOL 287, or equivalent, with a grade of C- or better, or permission of instructor. Molecular biology with emphasis on experimental evidence that demonstrates mechanisms of transcription and translation, and their regulation. This course is designed for advanced students majoring in Biology with an interest in cell and molecular biology.

**BIOL 367. The Biology of Cancer.** 3 lec. hr.; 3 cr. Prereq.: BIOL 285 and BIOL 286 completed with a C+ or better, or BIOL 366 completed with a C+ or better. The underlying mechanisms of tumorigenesis. Topics cover the genetic basis of cancer, cancer stem cells, tumor microenvironment, metabolism, angiogenesis, metastasis, and treatments, including cancer immunotherapies.

**BIOL 369. Virology.** 3 lec.; 3 cr. Prereq.: BIOL 286 with a grade of C+ or better, or permission of instructor. Selected viruses belonging to all virus families infecting

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humans. Students will gain comprehensive knowledge of the structure of given virus (both structural and genomic), replication cycle, pathogenesis, epidemiology, disease manifestations, treatments, and vaccines (current and under development).

### **Physiology**

**BIOL 371. Plant Physiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 106 and 286; and CHEM 252 or the equivalent. Anatomy, physiology, molecular biology, and development of plants.

**BIOL 372. Vertebrate Physiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107 and 286; and CHEM 252 or the equivalent. Functioning of the major organ systems of animals, with special emphasis on the vertebrates.

**BIOL 373. Neurobiology.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: BIOL 106 and 286, or permission of the instructor. Examination of the structure and function of the nervous system of both invertebrates and vertebrates. Emphases will be placed on cellular and molecular mechanisms underlying neural activity.

**BIOL 374. Plant Physiology and Development.** 4 lec.; 4 cr. Prereq.: Grade of C or better in BIOL 286, CHEM 114, or permission of instructor. Major aspects of plant anatomy, physiology, biochemistry, cellular and molecular biology, and influences of the biotic and abiotic environment on growth and development at the intercellular, intracellular, organismal, and community levels.

### **Variable Content, Seminars, Colloquia**

**BIOL 380. Field Biology Studies.** BIOL 380.4, 12 hr.; 4 cr., BIOL 380.5, 15 hr.; 5 cr., BIOL 380.6, 18 hr.; 6 cr. Prereq.: CHEM 114.1, CHEM 114.4 or equivalent. Variable prerequisites and requires permission of the instructor(s). A variable content course encompassing field studies in the areas of botany, ecology, entomology,

invertebrate and vertebrate zoology, and limnology. Usually offered summers only, with the 3–6 credits depending on the subjects included and the time involved. The focus of the course is the comparative study of habitats and their components. Format and destinations are variable and costs reflect the modes of travel, destination, and type of accommodations. Courses in the 380 series may be repeated for a maximum of 6 credits.

**BIOL 381. Colloquium in Biology.** 1 hr.; 1 cr. Prereq.: BIOL 106; CHEM 102.1, 102.3 or 114.1 and 114.4 or equivalent; senior standing and permission of the instructor. Course may be repeated once for credit.

**BIOL 385. Special Topics I.** BIOL 385.1–385.4, 1–4 hr.; 1–4 cr. Prereq.: Two of BIOL 285, 286, and 287; additional prerequisites as appropriate for topic; permission of the instructor. One area of current interest will be studied in depth each semester. Course may be repeated for credit when the subject changes.

**BIOL 386. Special Topics II.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Two of BIOL 285, 286, and 287; additional prerequisites as appropriate for topic; permission of the instructor. One area of current interest will be studied in depth each semester. Course may be repeated for credit when subject changes.

**BIOL 387. Tutorial in Biology.** BIOL 387.1, 1 hr.; 1 cr., BIOL 387.2, 2 hr.; 2 cr., BIOL 387.3, 3 hr.; 3 cr. Prereq.: CHEM 114.1, CHEM 114.4 or equivalent; upper junior or senior standing and permission of a biology faculty mentor. Biology majors of exceptional ability will undertake an individual inquiry using literature sources into an area of mutual interest with a biology faculty mentor. This course may be repeated for up to a total of 6 credits. Each semester, a report of the inquiry undertaken must be submitted and approved by the faculty sponsor. This, together with the sponsor's written evaluation, must be submitted to the department.

### **Undergraduate Research**

**BIOL 390. Research in Biology I.** BIOL 390.1, 3 hr.; 1 cr., BIOL 390.2, 6 hr.; 2 cr., BIOL 390.3, 9 hr.; 3 cr. Prereq.: BIOL 200; written permission of the faculty mentor and a description of the proposed research project, both submitted to the biology department research coordinator by the first week of the semester. Students arrange to work under the supervision of a member of the Biology faculty. A report of the project undertaken must be submitted to and approved by the faculty sponsor by the last week of the semester. This, together with the sponsor's written evaluation (grade), must be submitted to the Biology Department Research Coordinator. BIOL 390 may not be repeated for credit.

**BIOL 391. Research in Biology II.** BIOL 391.1, 3 hr., 1 cr.; BIOL 391.2, 6 hr., 2 cr.; BIOL 391.3, 9 hr., 3 cr. Prereq.: BIOL 390; written permission of the faculty mentor and a description of the proposed research project, both submitted to the Biology Department Research Coordinator by the first week of the semester. Students arrange to do research under the supervision of a member of the Biology faculty. A report of the research undertaken must be submitted to and approved by the faculty sponsor by the last week of the semester. This, together with the sponsor's written evaluation (grade), must be submitted to the Biology Department Research Coordinator. BIOL 391 may not be repeated for credit.

**BIOL 395. Honors Research in Biology I.** BIOL 395.1, 3 hr., 1 cr.; BIOL 395.2, 6 hr., 2 cr.; BIOL 395.3, 9 hr., 3 cr. Prereq.: BIOL 105 and 106; BIOL 200; BIOL 390 or 391; senior standing; written permission of the faculty mentor and a description of the proposed research project, both submitted to the Biology Department Research Coordinator by the first week of the semester. Students arrange to do honors research under the supervision of a member of the faculty. The student will develop a thesis proposal describing the plan for completion of the research project by the last week of the semester. This, together with the sponsor's written



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evaluation (grade), must be submitted to the Biology Department Research Coordinator. BIOL 395 may not be repeated for credit.

**BIOL 396. Honors Research in Biology II.** BIOL 396.1, 3 hr., 1 cr.; BIOL 396.2, 6 hr., 2 cr.; BIOL 396.3, 9 hr., 3 cr. Prereq.: BIOL 395; senior standing; thesis proposal from BIOL 395 must be on file with the Biology Department Research Coordinator. Students arrange to do honors research under the supervision of a member of the faculty. By the end of the semester, the student will write, submit, and defend their thesis before a 3-member committee composed of Biology faculty members in the field of the thesis. BIOL 396 may not be repeated for credit.

**The following graduate courses are open to qualified undergraduate students with written permission of the department chair.** Consult the *Graduate Bulletin* for course descriptions and limitations.

**BIOL 585. Genetics.**

**BIOL 586. Cell Biology.**

**BIOL 610. Lower Plants.**

**BIOL 611. Mycology.<sup>††</sup>**

**BIOL 612. Morphology and Evolution of Plants.<sup>††</sup>**

**BIOL 613. Field Botany.<sup>††</sup>**

**BIOL 614. Plant Systematics.<sup>††</sup>**

**BIOL 621. Entomology.<sup>††</sup>**

**BIOL 626. Vertebrate Phylogeny.**

**BIOL 630. Biometrics.<sup>††</sup>**

**BIOL 640. General Ecology.**

**BIOL 644. Biology and Society.**

**BIOL 646. Limnology.**

**BIOL 666. Immunology.**

**BIOL 680. Field Biology Studies.**

**BIOL 685. Special Topics.**

# Business Administration

See the Economics Department.

## Business & Liberal Arts (BALA)

*Interim Director:* Alicia Alvero

*Lecturers:* D. Leventhal, S. Leventhal

*Adjunct Faculty:* Carvajal, Dryer, Ho, Kelly, Kuhn, Nazerian, Rosen

*Advisory Committee:* Einstein, Leventhal, Nazerian, Storbeck

*Administrative Assistants:* Lisa D'Angelo, Debra Anich

*Office:* Honors Hall 06, 718-997-2860;  
Fax 718-520-7659

The Honors Business & Liberal Arts (BALA) program marries the study of the arts and sciences with carefully selected exposure to basic business principles, providing an effective link between your liberal arts interests and your career aspirations. Exclusive to Queens College, BALA represents a unique approach to the study of the professional world, combining a curriculum of eight courses (24 credits) with any of the college's more than 60 liberal arts and sciences majors.

Designed with the input of top professionals with an eye toward preparing students for career success, BALA teaches students not only business terms and concepts, but also the diverse skills necessary to excel in today's competitive environments, whatever their chosen field. Oral and written communication skills are emphasized throughout the program as well as analytical decision-

making and problem-solving. All courses are taught by faculty hired on the strength of their academic excellence and professional experience.

BALA facilitates entry into the professional world in many ways. Classroom experience is strongly supplemented with opportunities to obtain international and local internships in a wide variety of fields. BALA students can also connect with a business leader in a chosen field who will become a mentor—providing support, advice, feedback on career decisions, and networking opportunities. Note that BALA is **not** a business administration minor, but rather a liberal arts program dedicated to building a bridge between education and career.

BALA is more than just a program on how to succeed in business. It seeks to help students succeed in life in an increasingly business-centric world. Whatever your future goals, BALA can help you achieve them.

### THE MINOR

The BALA minor consists of eight required 3-credit courses totaling 24 credits, which may be taken in conjunction with any major. See the box on this page for specific requirements for the minor. Students who complete the BALA minor will satisfy the Pathways requirement for writing-intensive courses. BALA 103W and 201W each fulfill one unit of the writing-intensive requirement.

### Eligibility Requirements

In order to foster close relationships among our faculty and students, and to maintain small class sizes, only a limited number of students are admitted to the program each semester. Students are selected based on grade-point average and an interview with the director.

### Retention Requirement

Retention in the Honors BALA minor requires maintenance of a 3.0 overall GPA, and a 3.0 GPA in the required BALA courses.

### REQUIREMENTS FOR THE MINOR IN BUSINESS AND LIBERAL ARTS (MINOR CODE BALA-MIN)

#### Required (24 credits)

BALA 100, 103W, 165, 200, 201W, 302, and 303; and ACCT 100 or BALA 398 or other course with program approval.

### COURSES

#### **BALA 100. Introductory Seminar in Business and Liberal Arts.** 3 hr.; 3 cr. Prereq.: Permission of the director. Topics will vary from seminar to seminar according to the interests of the instructor.

This introductory course will help to provide a basic understanding of business and its role in our society. (This course is limited to students enrolled in the BALA minor.)

#### **ACCT 100. Financial and Managerial Accounting.** 3 hr.; 3 cr. Prereq.: BALA 100. This is a course in the theories and principles of financial and managerial accounting. Financial accounting includes the study of the preparation and interpretation of commonly used financial statements. Managerial accounting deals with the use of accounting data for managerial control and planning. Students will be introduced to the use of accounting systems programmed for the microcomputer, and to managerial decision making based on mathematical modeling. Course is open only to BALA minors.

Course is open only to BALA minors.

#### **BALA 103W. Critical Thinking in Business.** 3 hr.; 3 cr. Prereq.: ENGL 110. Limited to students enrolled in BALA minor. Introduces students to effective logic and reasoning. Students will learn how to define issues, ask key questions, clarify assumptions, evaluate information, avoid stereotypes, assess risk and opportunity, and resolve conflicts. Examples are selected from domestic and international business contexts.

Examples are selected from domestic and international business contexts.

## BUSINESS & LIBERAL ARTS

**BALA 165. Oral Communication in the Workplace.** 3 hr.; 3 cr. Study of the role of communication as a variable defining, organizing, mediating, and affecting the outcomes of interactions within organization environments. Introduction to and mastery of basic oral formats and nonverbal communication techniques likely to be useful as a participant in corporate organizations. Some sections of this course will be limited to students enrolled in the Business and Liberal Arts minor and some sections of this course will be limited to students admitted to the major in business administration.

**BALA 200. Introduction to Entrepreneurship.** 3 hr.; 3 cr. Prereq.: ACCT 100, and CSCI 12 or CSCI 48. An introduction to the process of beginning a new enterprise; learning how to take an idea for a new or improved product or service and turn it into a business. Students will create a full-fledged business plan, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Emphasis will be placed on creating the plan, and then presenting that plan in an effort to convince investors of the viability of the business. Students will learn the thought processes and skills required to succeed when tackling the problems faced by the entrepreneur. Open only to students enrolled in the BALA minor.

**BALA 201W. Writing for Business.** 3 hr.; 3 cr. Prereq.: ENGL 110 and BALA 100. Intensive practice in writing effectively in a variety of business situations; drafting and revising documents in case-study settings, creating corporate internal communication pieces, and developing brochures and press releases.

**BALA 302. Law and Ethics of Business.** 3 hr.; 3 cr. Prereq.: All BALA courses except BALA 303, and junior or senior standing. An examination of legal issues concerning rights, liabilities, and obligations in corporate life, as well as the ethical obligations of businesses. Included will be analyses of selected law

cases illustrative of the ethical as well as legal problems arising for both domestic and transnational corporations. (This course is limited to students enrolled in the BALA minor.)

**BALA 303. Analytical Problem-Solving and Decision-Making in Business.** 3 hr.; 3 cr. Prereq.: All BALA courses, but may be taken concurrently with BALA 302. An introduction to problem-solving in business utilizing selected case histories. Emphasis will be placed on the importance of using a broad base of general knowledge and a wide variety of approaches and techniques to decision-making. (This course is limited to students enrolled in the BALA minor.)

**BALA 391. Business Internship.** 391.1, 45 hr. work experience plus 3 hr. conference; 1 cr., 391.2, 80 hr. work experience plus 5 hr. of conference; 2 cr., 391.3, 120 hr. work experience plus 8 hr. of conference; 3 cr. Prereq.: Satisfactory completion of five BALA courses and permission of the director. Participation required in workshops in resume preparation and job interview skills. Participation in the internship may be contingent upon a successful interview at the sponsoring organization. Interns are expected to perform managerial tasks with emphasis on writing, speaking, computing, and critical thinking. Students will be supervised by a faculty advisor. Any combination of BALA 391 and 398 may be taken for a maximum of nine credits. The topics of the 398 courses must differ.

**BALA 398. VT: Special Topics in Business.** 398.1, 1 hr.; 1 cr., 398.2, 2 hr.; 2 cr., 398.3, 3 hr.; 3 cr. Prereq.: Permission of the program director of BALA. Selected issues in business, topics to be announced in advance. Any combination of BALA 391 and 398 may be taken for a maximum of nine credits. The topics of the 398 courses must differ.

**BALA 398.3. Principles of Marketing.** 3 hr.; 3 cr. Prereq.: BALA 100. This course may be taken as a replacement for or in addition to ACCT 100. Develop skills needed to position a brand, business, or product. Students will learn to think strategically about marketing in today's global environment.



# Byzantine & Modern Greek Studies

*Director:* Christos P. Ioannides

*Program Coordinator:* Effie Lekas

*Advisory Committee:* Frangakis-Syrett, Hum, Ioannides, Katsan, Lekas, Woodfin

*Office:* Jefferson 301, 718-997-4520

*Major Offered:* Byzantine and Modern Greek Studies (State Education Code 84212)

The program offers a structured body of courses, drawn from the Division of the Arts and the Division of the Social Sciences, leading to a major in Byzantine and Modern Greek Studies. It is designed to provide a detailed knowledge of the history, language and literature, institutions, customs, and culture of the Greek people from Byzantine times to the present. Program offerings are divided into the following categories: (A) Byzantine Studies, (B) Modern Greek Studies, (C) Modern Greek Literature and Culture, (D) Greek-American Studies.

Byzantine and Modern Greek Studies should be of special interest to those students who have either a cultural or professional interest in the Greek experience, and to those seeking to understand a culture and civilization other than their own. Because the program draws from several disciplines, it provides insights into the unity of knowledge and is an excellent choice as a second major. It provides the background for graduate work in Byzantine and/or Modern Greek Studies and may lead to careers in education, community organization and development, social work, business, journalism, and international affairs.

## Scholarships

Byzantine and Modern Greek Studies offers scholarships to students who excel in the program, based on merit and need.

## THE MAJOR

See the box on this page for the specific requirements for the major.

Transfer students must take a minimum of 18 credits in the program regardless of the number of credits earned at another institution in Byzantine and Modern Greek Studies. Students with two majors, including Byzantine and Modern Greek Studies, may not cross-list more than 12 credits toward the 36-credit requirement. Majors are encouraged to confer with the director at all stages of their studies. A concentration form should be filed with the program during the junior year. Consult the program's *Student Handbook* for a detailed description of courses offered each semester.

## THE MINOR

See the box on this page for the specific requirements for the minor.

Elementary and Early Childhood Education majors may use Byzantine and Modern Greek Studies to meet the department's requirement for a co-major in a field outside Education.

## REQUIREMENTS FOR THE MAJOR IN BYZANTINE & MODERN GREEK STUDIES (MAJOR CODE GRKST-BA)

### Required

Minimum of 36 credits in Byzantine and Modern Greek Studies, including GRKST 100; GRKST 101 or 102; two courses each from three of the four categories listed under intermediate courses; and a seminar, for a total of 27 credits. (If category D is chosen, one course must be a general course on ethnicity.) The introductory courses in each category are a prerequisite for the intermediate courses, tutorials, and seminars in each category. Exemptions from this rule may be given by the director with concurrence of the instructor. Tutorials, colloquia, and seminars not listed in the program but in which the student demonstrates a significant research effort on a Byzantine or Greek theme may, with the director's approval, fulfill the research requirement or be offered as an elective.

Majors must also take three semesters of Modern Greek or pass a proficiency examination in Modern Greek equivalent to the intermediate level. Students who plan to concentrate in Byzantine Studies may offer four semesters of Ancient Greek or its equivalent. Up to 3 credits of Ancient or Modern Greek through the intermediate level may be used toward the 36-credit requirement for the major. Substitutions of elective courses to meet the requirements for the major must be approved by the director.

## REQUIREMENTS FOR THE MINOR IN BYZANTINE & MODERN GREEK STUDIES (MINOR CODE GRKST-MIN)

### Required

Minimum of 18 credits in Byzantine and Modern Greek Studies, including GRKST 100; GRKST 101 or 102; out of the four categories listed, two courses from one and one course from another, for a total of 15 credits.

Students also must take three semesters of Modern Greek or pass a proficiency examination in Modern Greek, equivalent to the intermediate level. Students who plan to concentrate in Byzantine Studies may offer four semesters of Ancient Greek or its equivalent. Up to 3 credits of Ancient or Modern Greek through the intermediate level may be used toward the 18-credit requirement for the minor. Substitutions of elective courses to meet the requirements for the minor must be approved by the director.



## COURSE SEQUENCE

### Introductory

Courses below are introductions to the major categories of Byzantine and Modern Greek Studies. Students should complete these courses by the end of their sophomore year.

- GRKMD 100. Modern Greek Culture and Civilization
- GRKST 101. Byzantine Culture and Civilization
- GRKST 102. The Greek-American Community

### Intermediate

#### A. Byzantine Studies

- ARTH 211. Early Christian and Byzantine Art
- HIST 209. The Byzantine Empire, 324–1025
- HIST 210. The Byzantine Empire, 1025–1453

#### B. Modern Greek Studies

- ECON 221. The Economy of Greece
- HIST 239. History of Southeastern Europe, 1354–1804
- HIST 240. History of Southeastern Europe, 1804 to the Present
- HIST 241. Modern Greek History, 1821–1923
- HIST 242. Modern Greek History, 1923 to the Present
- PSCI 241. The Formation of the Modern Greek State
- PSCI 260. The Middle East in World Politics
- PSCI 269. Colloquium in International Politics (when subject is Greece and/or Cyprus)

#### C. Modern Greek Literature and Culture

- ANTH 209. Peoples of Europe (when subject is Greece and/or Cyprus)
- GRKST 200. Greek Cinema
- GRKMD 305. Modern Greek Literature I
- GRKMD 306. Modern Greek Literature II
- GRKMD 41, 41W. Modern Greek Literature in Translation

#### D. Greek-American Studies

- ETHST 310. Six Major Ethnic Groups of New York City
- GRKST 201. Colloquium on the Greek-American Community
- URBST 202. Race, Ethnicity, and Immigration
- URBST 360W. Writing-Intensive Urban Research Workshop (when subject is Greece and/or Cyprus)

### Seminars

- GRKST 300. Seminar on the Greek-American Community
- GRKST 301. Seminar in Byzantine and Modern Greek Studies
- GRKMD 321. Survey of Modern Greek Literature I
- GRKMD 322. Survey of Modern Greek Literature II
- GRKMD 323. Survey of Modern Greek Literature III
- HIST 394. Seminar in History (when the topic is on Byzantine, Balkan, or Modern Greek History)
- PSCI 384W. Seminar in International Politics (when the topic is on Greece and/or Cyprus, or when listed as the Middle East in World Politics)

### Additional Electives

- CLAS 120. Greek Civilization
- GRKMD 204. Intermediate Modern Greek II
- GRKMD 223. Modern Greek Conversation
- GRKMD 315. Writing about Literature: Theory and Practice
- GRKMD 330. Early Modern Greek Literature: Fourteenth to Seventeenth Century
- GRKMD 335. Modern Greek Studies
- GRKST 202. Selected Topics in Byzantine and Modern Greek Studies
- GRKST 390. Tutorial (on Byzantine and Modern Greek subjects)

## BYZANTINE & MODERN GREEK STUDIES

### COURSES

#### **GRKST 100. Modern Greek Culture**

**and Civilization.** 3 hr.; 3 cr. From the fall of Constantinople (1453) to the present, a survey of the political, intellectual, and social currents of Greek life.

#### **GRKST 101. Byzantine Culture and Civilization.**

3 hr.; 3 cr. A survey of the political, religious, intellectual, and social currents of Byzantine life.

#### **GRKST 102. The Greek-American Community.**

3 hr.; 3 cr. An interdisciplinary study of the Greek experience in America, drawing upon works of history, sociology, and literature. The internal structures of Greek communities; the family, religion, culture, education, and the economic order; their participation in the decision-making process and their relation to the ideology of the “melting pot” and the rise of “neoethnicity.”

#### **GRKST 200. Greek Cinema.**

4 hr.; 3 cr. Prereq.: GRKST 100 or permission of the instructor. This course examines a major aspect of the development of the Greek cinema as an expression of the formation of Greek culture in the twentieth century. The films screened change annually. In addition to the Greek cinema, the course will discuss the varying foreign aesthetic schools and directors that have influenced filmmakers in Greece.

#### **GRKST 201. Colloquium on the Greek-American**

**Community.** 3 hr.; 3 cr. Prereq.: GRKST 102, or permission of the instructor. The topic studied will vary from semester to semester and will be announced in advance. May be repeated once for credit provided the topic is not the same. A student may not use GRKST 201 twice to satisfy the requirement for two courses in category D. See program office for details.

#### **GRKST 202. Selected Topics in Byzantine and**

**Modern Greek Studies.** 3 hr.; 3 cr. The subject to be studied will vary from semester to semester and will be announced in advance. May be repeated for credit provided the subject is different.

#### **GRKST 300. Seminar on the Greek-American**

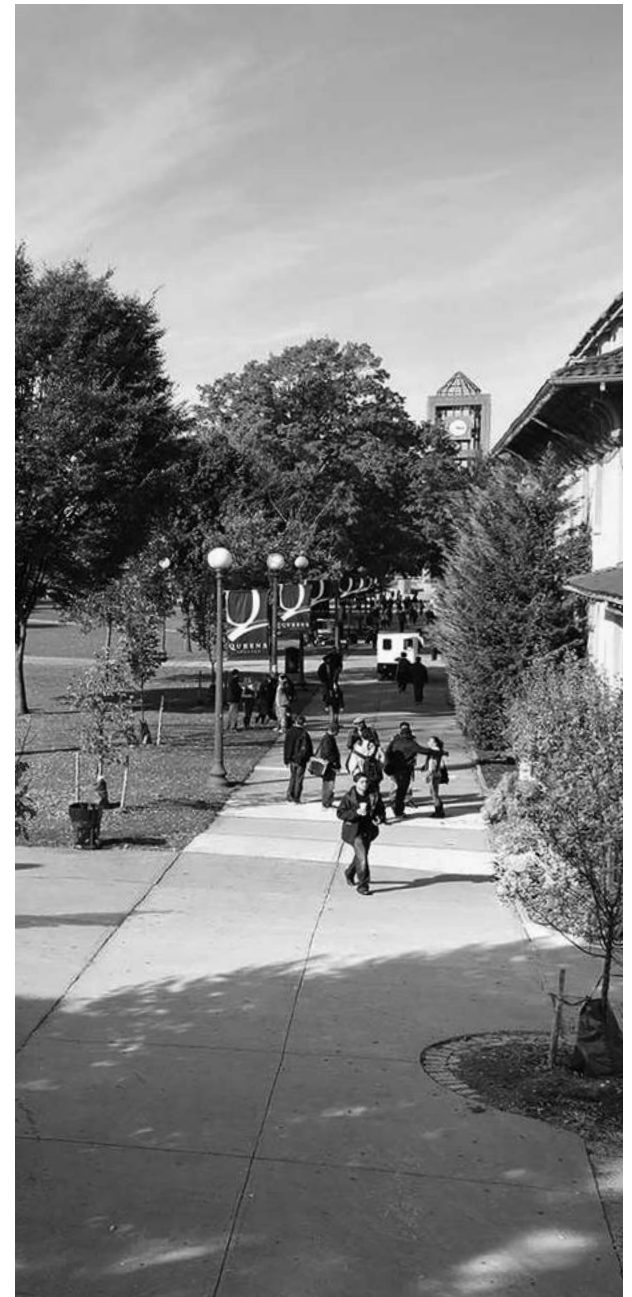
**Community.** 3 hr.; 3 cr. Prereq.: GRKST 102, one course from category D, sophomores and above only. Supervised research on the Greek-American community. The seminar is designed to assist students in the analysis and interpretation of selected survey areas pertaining to the Greek-American community, and will entail contacts with community organizations. See program office for details.

#### **GRKST 301. Seminar in Byzantine and Modern**

**Greek Studies.** 3 hr.; 3 cr. Prereq.: Permission of the program director. An intensive study in a selected field of Byzantine and Modern Greek Studies. The subject to be studied will vary and will be announced in advance. This course may be repeated for credit provided the subject is different.

#### **GRKST 390. Tutorials.**

3 hr.; 3 cr. Prereq.: Upper junior or senior standing and permission of the program director. Students undertake and complete an individual research problem in their field of special interest under the direction of an instructor in the program.



# Chemistry & Biochemistry

*Chair:* Seogjoo J. Jang

*Graduate Advisors:* Uri Samuni (Chemistry); Sanjai K. Pathak (Biochemistry)

*Department Concentration Advisors:* Yu Chen, Sanjai K. Pathak, Sheila Sanders, Gopal Subramaniam

*Summer Session Coordinator:* TBA

*Dept. Office:* Remsen 206, 718-997-4100/4482

*Professors:* Hersh, Jang, Liu, Mirkin, Pathak, Rotenberg; *Associate Professors:* Chen, Evans; *Assistant Professors:* Choi, Hu, Samuni, Wang; *Lecturer:* Sanders; *Senior College Laboratory Technicians:* Ezeude, Hassan, Thompson; *HEO:* Subramaniam; *Professors Emeritus:* Baker, Engel, Gafney, Koepl, Locke, Streckas, Tropp; *Secretaries:* Elizabeth Zoiner, Kelly Barth

*Majors Offered:* Chemistry (State Education Code 26454); BA/MA (State Education Code 02798); Chemistry Education (Chem712)

The faculty members of the department have a strong commitment to both teaching and research, and undergraduate students are strongly encouraged to become involved in our research programs. The major in chemistry with the chemistry or biochemistry concentration prepares students for graduate study in these fields, as well as professional schools of medicine, dentistry, and other health-related professions, careers in the chemical, pharmaceuticals, and biotechnology industries, and secondary school teaching. Requirements for a major in several other departments within the School of Mathematics and the Natural Sciences include chemistry courses. The department is accredited by the Committee on Professional Training of the American Chemical Society (ACS) as qualified to offer professional training to chemists. All majors in

the department graduate with an ACS-certified degree. Majors who plan to do graduate work in chemistry or biochemistry should consult with the department concentration advisor.

## Department Awards

The Chemistry and Biochemistry Department awards a number of prizes. The *Chemistry & Biochemistry Department Service Award* may be given annually to a graduating senior for outstanding service to the department. The *Maxwell L. Eidinoff Scholarship* was established by the Eidinoff family, friends, students, and colleagues on the occasion of his retirement after 44 years of teaching at the college; an award of \$250 is offered annually to a graduating senior who has maintained an outstanding academic record, has contributed to the best interests of the department, and is planning to do graduate work. The *Ira M. Goldin Memorial Award* of \$500, in memory of a student who died in September 1966, is presented to a graduating major who has been accepted into medical school. The *Stanley G. Konkol Memorial Award in Chemistry* is provided by the parents and friends of Stanley G. Konkol, Class of 1954. Approximately \$500 is awarded to a graduating chemistry major planning to do graduate work in either chemistry or biochemistry. The *Trudy Rothman Chemistry Award*, provided by Mrs. G.P. Rothman and family to encourage academic excellence, is given to a graduating chemistry major who has demonstrated continued improvement and maintained a good academic record. The American Chemical Society Undergraduate Awards in Analytical Chemistry, Organic Chemistry, and Physical Chemistry are awarded on the basis of academic excellence and leadership to students planning careers in chemistry or chemical engineering.

## THE MAJOR

See the box on page 127 for the specific requirements for the major.

Students must have a grade of C– or higher in the courses specified as prerequisites. To graduate as a chemistry major, a student must earn at least a C average (2.0) for all courses that make up the concentration in chemistry. Students who repeat a course in chemistry are reminded that credit can be received only once.

## Biochemistry Concentration

The biochemistry concentration is designed to train chemistry majors with an interest in chemical approaches to living systems and health sciences. See the box on page 127 for the specific requirements for this concentration.

Students interested in obtaining information about the biochemistry concentration as well as other information related to a major in chemistry are urged to obtain a copy of the *Chemistry Department Undergraduate Student Handbook* and consult with the concentration advisor and the department faculty for more details about the various opportunities available.

## Chemistry Education Concentration (Code chem712-BA)

The chemistry education concentration leads to professional teacher license certification in New York State. The program requires 38 credits of chemistry courses consisting of CHEM 1134, 1131, 1144, 1141, 2514, 2511, 2524, 2521, 211, 3313, 3311, 3413, 3411, 371, and 2 credits of CHEM 321 along with 22 credits of cognate courses consisting of BIOL 105, MATH 151 and 152, and PHYS 145 and 146. At least half the required chemistry credits must be taken at Queens College. Also required is a co-major in Secondary Education and Youth Services, and complete requirements as prescribed by a subject-matter advisor of the SEYS Department.

## BA/MA Program

The department's four-year BA/MA program is described in the *Chemistry Department Undergraduate Student Handbook*, available in the department office and on the department's website.

## CHEMISTRY & BIOCHEMISTRY

### THE MINOR

See the box on this page for the specific requirements for the minor.

### Transfer Students

All transfer students who plan to take chemistry courses beyond the first course must provide proof of having completed the prerequisite courses with a grade of C- or better. Students are advised to schedule an evaluation prior to their registration. The department will accept an official grade report or a student copy of the transcript. Students must also provide an official bulletin from the college where the work in chemistry was done.

Majors in chemistry must complete at least half their chemistry concentration requirements in the department.

### COURSES

The department offers a number of courses for the entering student.

The sequence CHEM 101.1, 101.3, 102.1, 102.3, 103.1, 103.3 (Basic Chemistry, Basic Organic Chemistry, and Basic Biochemistry) consists of courses tailored for FNES students, but open to all students, starting with CHEM 101.1 and 101.3. (Note that 102.1, 102.3, 103.1, and 103.3 have prerequisites.)

For the science major, pre-medical or pre-engineering student, CHEM 113.1 and 113.4, General Chemistry I, is the first course in the appropriate chemistry sequence. The department offers a variety of aids for General Chemistry and Organic Chemistry students, including problem-solving videos, computer software, and peer tutoring sessions.

Special conditions are noted, such as charges\* and companion lectures and labs.\*\* If you are uncertain about which chemistry course is appropriate for you, please consult a department advisor.

\*MAT charges possible.

\*\*Must take both lecture and lab.

### REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (MAJOR CODE CHEM-BA)

Students must have a grade of C or better in all introductory (100-level) and intermediate (200-level) courses specified as prerequisites. Students must have a grade of C- or better for all advanced (300-level) courses specified as prerequisites. To graduate as a chemistry major with a chemistry or biochemistry concentration, students must earn at least a C average (2.0) for all courses specified for the concentration. To graduate as a chemistry major with a chemical education concentration, students must earn at least a B average (3.0) for all SEYS courses and have a minimum 2.75 GPA for the courses required in the chemical education concentration.

#### ALL CONCENTRATIONS

**Introductory courses**—CHEM 113.4, 113.1, 114.1 and 114.4

**Foundation courses**—CHEM 211, 251.1, 251.4, 331.1, 331.3, 341.1, 341.3, and 371

**In-depth courses**—CHEM 252.1, 252.4, and 395

**Cognate courses**—BIOL 105; PHYS 145.4, 145.1, 146.4, and 146.1; MATH 122 (or equivalent), MATH 151 and 152 (or MATH 141, 142 and 143)

#### CHEMISTRY CONCENTRATION (CHEM-GEN)

**In-depth courses**—CHEM 212 and one advanced elective from CHEM 351, 352, 372, 378 or 385

**Laboratory courses**—One course from CHEM 376, 387 and 388 and two additional credits selected from CHEM 291, 376, 387, 388, 391.1–3, HMNS 291.1–3, or HMNS 391.1–3

#### BIOCHEMISTRY CONCENTRATION (CHEM-BIOCH)

**In-depth courses**—CHEM 372 and 378

**Laboratory courses**—CHEM 376 and two credits selected from CHEM 291, 388, 391.1–3, HMNS 291.1–3, and HMNS 391.1–3

#### CHEMISTRY SECONDARY EDUCATION CONCENTRATION

**In addition to the section listed for “all concentrations” above, a major in SEYS is required that includes SEYS 201W, 221, 340, 350, 362, 372.2, 372.4, and 382**

**Laboratory courses**—Three credit hours selected from CHEM 321.1–3

#### REQUIREMENTS FOR THE MINOR IN CHEMISTRY (MINOR CODE CHEM-MIN)

Required: CHEM 113.1, CHEM 113.4, 114.1, 114.4, 251, 252, and either CHEM 211 or 371, and one laboratory course chosen from among CHEM 212, 291, 376, 391, or the equivalent HMNS research course carried out in chemistry or biochemistry. At least 2 credits of research courses are required.

**CHEM 11. Chemistry for Today.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: Open to ACE and LEAP students only. A nonmathematical introduction to chemistry to provide some understanding of the chemical aspects of issues that confront today's citizen. The laboratory class will provide firsthand experience in various chemical techniques.

**CHEM 16.3. Chemistry in Modern Society Lecture.** 3 lec. hr.; 3 cr. (Not open to students who have taken CHEM 101.3, 102.3, 113.4, 114.4.) A survey of chemistry designed to acquaint non-scientists with aspects of chemistry that concern the average citizen. The course provides an introduction to atoms and molecules and to chemical reactions that play a significant role in

modern life. Included in this treatment are discussions of important types of molecules found in living systems, aspects of chemical technology, and chemical aspects of our environmental problems. Fall, Spring (SW\*\*, SCI\*\*)

**CHEM 16.1. Chemistry in Modern Society Laboratory.** 3 lab. hr.; 1 cr. Prereq. or coreq.: CHEM 16.3. A firsthand laboratory experience of chemistry-based products and processes. The course emphasizes basic chemical knowledge for the average consumer. Fall, Spring (SCI\*\*)

**CHEM 101.1. Basic Chemistry Laboratory.** 3 lab. hr.; 1 cr. Prereq. or coreq.: CHEM 101.3. Introduction to techniques used to measure substances, to separate



## CHEMISTRY & BIOCHEMISTRY

substances from a mixture, and to follow physical and chemical changes during chemical reactions with emphasis placed on direct observation. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 101.3. Basic Chemistry.** 2 lec., 1 rec. hr.; 3 cr. Coreq.: CHEM 101.1. The first of a three-semester sequence intended for students planning careers in allied health fields such as nutrition, dietetics, and nursing or in elementary education. This course is also useful as an overview for students with limited exposure to chemistry or physics before enrolling into CHEM 113.4. Topics include the scientific method, elements and chemical compounds, the phases of matter, chemical reactions and stoichiometry, chemical dynamics, solution chemistry, and nuclear chemistry. The relationship between chemistry and society is discussed. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 102.1. Basic Organic Chemistry Laboratory.** 3 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 101.3 and 101.1 (or CHEM 113.4 and 113.1 or CHEM 114.4 and 114.1). Prereq. or coreq.: CHEM 102.3. Introduction to organic chemical techniques and synthesis of selected organic molecules with functional groups that are important in biology and nutrition. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 102.3. Basic Organic Chemistry.** 2 lec., 1 rec. hr.; 3 cr. Prereq.: A grade of C or better in CHEM 101.3 and 101.1 (or 113.4 and 113.1 or 114.4 and 114.1). Coreq.: CHEM 102.1. The second of a three-semester sequence intended for students planning careers in allied health fields such as nutrition, dietetics, and nursing. This course represents a one-semester survey of organic chemistry with a focus on the areas of organic chemistry that are fundamental to understanding the chemical reactions that occur in living systems. Not open to majors in the chemistry, biochemistry, and chemical education concentrations. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 103.1. Basic Biochemistry Laboratory.** 3 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 102.3 and 102.1. Prereq. or coreq.: CHEM 103.3. Introduction to a variety of basic biochemical methods including enzymology, colorimetry, and chromatography used to examine metabolic processes. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 103.3. Basic Biochemistry.** 2 lec., 1 rec. hr.; 3 cr. Prereq.: A grade of C or better in CHEM 102.3 and 102.1; coreq.: CHEM 103.1. The third of a three-semester sequence intended for students planning careers in allied health fields such as nutrition, dietetics, and nursing. This course presents a study of the structure, properties, and metabolism of the major groups of biological importance, with special emphasis on the role of those compounds required in diet. Not open to majors in the chemistry, biochemistry, or chemical education concentration. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 113.1. Introduction to Chemical Techniques.** 3 lab. hr.; 1 cr. Prereq.: A grade of C or better in MATH 115 (or equivalent). Prereq. or coreq.: CHEM 113.4. Discovery of basic chemical principles and an introduction to basic chemical techniques through experimentation. Introduction to data collection, recording, analysis, evaluation, and reporting. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 113.4. General Chemistry I.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of C or better in MATH 115 (or equivalent); coreq.: CHEM 113.1. (Note: It is recommended that students have passed the New York State Regents Examinations in Chemistry or Physics with a score of 80 or higher, or have a grade of C or better in CHEM 101.3 and 101.1 before enrolling in this course.) This course is required for more advanced study in chemistry, biochemistry, and biology. It is intended for students in the physical and life sciences, science education, pre-health professional students, and pre-engineering students and is designed to provide a thorough knowledge of facts and theory in

the fundamental areas of chemistry. As appropriate, topics are presented in terms of contemporary scientific issues such as global warming, energy production, and hazardous waste. The relationship between chemistry and society is discussed. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 114.1. Quantitative and Qualitative Analysis.** 3 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 113.4, 113.1, and MATH 122 (or equivalent); prereq. or coreq.: CHEM 114.4. The quantitative analysis of household chemicals and the discovery of basic chemical principles through the qualitative analysis of inorganic salts. Emphasis will be placed on careful laboratory techniques, data collection and recording, data analysis and the evaluation and presentation of results. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 114.4. General Chemistry II.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 113.4, 113.1 and MATH 122 (or equivalent); coreq.: CHEM 114.1. This course is required for more advanced study in chemistry, biochemistry, and biology. It is intended for students in the physical and life sciences, science education, pre-health professional students, and pre-engineering students and is designed to provide a thorough knowledge of facts and theory in the fundamental areas of chemistry. As appropriate, topics are presented in terms of contemporary scientific issues such as global warming, energy production, and hazardous waste. The relationship between chemistry and society is discussed. Fall, Spring, Summer (LPS\*\*, SW\*\*, SCI\*\*)

**CHEM 211. Chemical Thermodynamics and Kinetics.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 114.4, 114.1, and MATH 152 (or MATH 143); prereq. or coreq.: PHYS 145.4 and 145.1. The fundamental principles in chemical thermodynamics and electrostatics, classical statistical mechanics, and phenomenological chemical kinetics are presented. Fall

## CHEMISTRY & BIOCHEMISTRY

### **CHEM 212. Quantum Chemistry and Spectroscopy.**

3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of *C* or better in CHEM 114.4, 114.1, MATH 152 (or MATH 143), and PHYS 145.4 and 145.1.; prereq. or coreq.: PHYS 146.4 and 146.1. The fundamental principles of quantum chemistry are presented and their applications to chemical problems in spectroscopy and thermodynamics are detailed. Spring

### **CHEM 240. Environmental Chemistry.**

3 lec. hr.; 3 cr. Prereq.: A grade of *C* or better in CHEM 114.4 and 114.1. Study of environmental quality from a chemical point of view, including the atmosphere, hydrosphere, heavy metals in the environment, problems of solid waste disposal, food additives, and energy production and conservation. Fall

### **CHEM 251.I. Organic Chemistry Laboratory I.**

4 lab. hr.; 1 cr. Prereq.: A grade of *C* or better in CHEM 114.4 and 114.1; prereq. or coreq.: CHEM 251.4. Introduction to basic experimental techniques in organic chemistry such as distillation, crystallization, boiling point and melting point determinations, extractions, chromatography, and spectroscopy. Fall, Spring, Summer (LPS,\*\* SCI,\*\* SW\*\*)

### **CHEM 251.4. Organic Chemistry I.**

3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of *C* or better in CHEM 114.4 and 114.1; prereq. or coreq.: CHEM 251.1. The first of a two-semester sequence intended for students in the physical and life sciences, science education, pre-health professional students, and pre-engineering students. The structure, preparation, properties, and reactions of the principal classes of organic compounds are presented. Considerable emphasis is placed on basic theory. Fall, Spring, Summer (LPS,\*\* SCI,\*\* SW\*\*)

### **CHEM 252.I. Organic Chemistry Laboratory II.**

4 lab. hr.; 1 cr. Prereq.: A grade of *C* or better in CHEM 251.4 and 251.1; prereq. or coreq.: CHEM 252.4. Introduction to the preparation and purification

of organic compounds, and qualitative analytical techniques. Fall, Spring, Summer (LPS,\*\* SCI\*\*)

### **CHEM 252.4. Organic Chemistry II.**

3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of *C* or better in CHEM 251.4 and 251.1; prereq. or coreq.: CHEM 252.1. The first of a two-semester sequence intended for students in the physical and life sciences, science education, pre-health professional students, and pre-engineering students. The structure, preparation, properties, and reactions of the principal classes of organic compounds are presented. Considerable emphasis is placed on basic theory. Fall, Spring (LPS,\*\* SCI\*\*)

### **CHEM 291. Introduction to Research in**

**Chemistry and Biochemistry.** 3 lab. hr.; 1 cr. Prereq.: A grade of *C* or better in CHEM 113.4, 113.1, and MATH 122 (or equivalent); prereq. or coreq.: CHEM 114.4, 114.1, and permission of the department. Introduction to research techniques in chemistry and biochemistry under the supervision of a member of the department. The purpose of the course is to effect a transition from experiments for which the outcome is known to designing and doing experiments to secure the information necessary to solve a problem for which the outcome is not known. A written report will be submitted to the mentor and a presentation of results is required. This course may be repeated for a maximum of three credits. (Substitution of HMNS 102/291 for 2 semesters of CHEM 291 is permitted with submission of a written report and a presentation for each semester.) Fall, Spring

### **CHEM 321.1–3. Practicum in Chemical**

**Education.** CHEM 321.1, 4 hr.; 1 cr., CHEM 321.2, 8 hr.; 2 cr., CHEM 321.3, 12 hr.; 3 cr. Prereq.: A grade of *C* or better in CHEM 251.4 and 251.1; prereq. or coreq.: CHEM 252.4, 252.1, and permission of the department. (Note: Special permission is required for students in the Chemistry and Biochemistry concentrations to enroll in this course.) Students are required to choose a project focusing on chemical education. Example projects are the

creation and testing of demonstrations and new laboratory experiments, development and implementation of instructional technology, or chemical education research. A written report must be submitted to and approved by the department. A presentation of the results to the department is also required. This course may be repeated for a maximum of nine credits as long as the project is different. Fall, Spring

### **CHEM 331.I. Physical Inorganic Chemistry**

**Laboratory.** 4 lab hr.; 1 cr. Prereq.: A grade of *C* or better in CHEM 252.4, 252.1, and MATH 151 (or 142); prereq. or coreq.: CHEM 331.3 and permission of the instructor (required for participation in field trips to national laboratories). An introduction to the synthesis and characterization of inorganic compounds and nanomaterials. Written reports and presentations are required. Field trips may be taken that will require a field trip fee. Fall.

### **CHEM 331.3. Inorganic Chemistry.**

3 lec. hr.; 3 cr. Prereq.: A grade of *C* or better in CHEM 252.4, 252.1, and MATH 151 (or 142); prereq. or coreq.: CHEM 331.1. A survey of the fundamental aspects of inorganic chemistry designed to acquaint the student with the electronic structure of atoms and molecules, bonding, structure, group theory, spectroscopy, and the kinetics and mechanisms of inorganic reactions. Fall

### **CHEM 341.I. Instrumental Methods Laboratory.**

4 lab. hr.; 1 cr. Prereq.: A grade of *C* or better in CHEM 211, 252.4, 252.1, and PHYS 145.4 and 145.1; prereq. or coreq.: CHEM 341.3 and PHYS 146.4 and 146.1. Data acquisition and computer technology related to chemical applications. The development of an understanding of modern analytical techniques such as gas and liquid chromatography and select spectroscopic and electrochemical methods (as time permits). Fall

### **CHEM 341.3. Instrumental Methods.**

3 lec. hr.; 3 cr. Prereq.: A grade of *C* or better in CHEM 211, 252.4, 252.1 and PHYS 145.4 and 145.1; prereq. or coreq.:

## CHEMISTRY & BIOCHEMISTRY

CHEM 341.1 and PHYS 146.4 and 146.1. Fundamentals of instrumental methods with an emphasis on liquid chromatography, gas chromatography, and mass spectrometry as applicable to chemistry and biochemistry. As time allows, additional techniques such as voltammetry, electrophoresis, and atomic spectroscopy are also covered. Fall

### **CHEM 351. Advanced Organic Chemistry.**

4 lec. hr.; 4 cr. Prereq.: A grade of *C* or better in CHEM 252.4 and 252.1; prereq. or coreq.: CHEM 211 and 212. Mechanisms of organic reactions, thermodynamics and chemical equilibrium, stereochemical problems, and polycyclic and heterocyclic compounds. Fall

### **CHEM 352. Physical Methods of Structure**

**Determination.** 4 lec. hr.; 4 cr. Prereq.: A grade of *C* or better in CHEM 252.4 and 252.1. A survey of the main methods for determining the structures of compounds from physical measurements. Interpretation of data from infrared and mass spectrometry as well as nuclear magnetic resonance spectrometry, including the use of two-dimensional NMR techniques. Discussion of other physical methods such as x-ray diffraction and ultraviolet-visible spectroscopy. Spring

### **CHEM 371. Biochemistry I.**

4 lec. hr.; 4 cr. Prereq.: A grade of *C* or better in CHEM 252.4, 252.1 and BIOL 105, or permission of the instructor. Structure, properties, biosynthesis, and metabolism of major groups of compounds of biological importance: proteins, amino acids, carbohydrates, lipids, and coenzymes. The course emphasizes the relationship between the biochemical pathways and their location in the cell as well as metabolic regulation. Fall, Spring, Summer

### **CHEM 372. Biochemistry II.**

4 lec. hr.; 4 cr. Prereq.: A grade of *C*– or better in CHEM 371. Metabolism of lipids, amino acids, nucleotides, nucleic acids, and proteins. Spring

### **CHEM 376. Biochemistry Laboratory.**

1 rec., 4 lab. hr.; 2 cr. Prereq.: CHEM 371. Experimental study

of selected biochemical processes; enzyme kinetics; biological oxidations; use of radioactive tracers; chromatographic separation and purification of major types of natural substances. Fall, Spring

### **CHEM 378. Physical Biochemistry.**

4 lec. hr.; 4 cr. Prereq.: A grade of *C* or better in CHEM 211 and PHYS 145.4 and 145.1; prereq. or coreq.: CHEM 371 and PHYS 146.4 and 146.1. Structure and conformation of proteins, nucleic acids, and other biopolymers; physical techniques for study of macromolecules; behavior and properties of biomolecules. Spring

### **CHEM 381. Seminar.**

2 hr.; 2 cr. Prereq.: Permission of the department. Topics for each semester announced in advance. Offered primarily for seniors. Fall, Spring

### **CHEM 385. Directed Study in Advanced**

**Chemistry.** 4 hr.; 4 cr. Prereq.: A grade of *C* or better in CHEM 211, 212, or 251.4, and permission of the department. Self-study and mastery of select advanced topics in one of the sub-disciplines of chemistry (i.e., organic, inorganic, analytical, physical, and biochemistry) through reading and practice. Students must consult with the course instructor and individual mentor for reading materials and assignments. Assignments will be submitted to and approved by the department. May be repeated for a maximum of eight credits provided the topic is different. Fall, Spring

### **CHEM 387. Advanced Integrated Laboratory and Introduction to Research Techniques Inorganic and Organic Chemistry Laboratory.**

1 rec., 4 lab. hr.; 2 cr. Prereq.: A grade of *C* or better in CHEM 252.4 and 252.1; a grade of *C*– or better in CHEM 331.3 and 331.1; prereq. or coreq.: CHEM 351, 352, or 385. An introduction, using a project-based approach, to advanced techniques in the synthesis, separation, and characterization of both inorganic and organic substances. These techniques include syringe procedures for working in air-free systems, vacuum distillation and sublimation, use of liquid ammonia, chromatographic techniques of

separation, and Soxhlet extractions. Written reports and presentations are required. Field trips may be taken that will require a field trip fee. Fall

### **CHEM 388. Advanced Physical and Biophysical Chemistry Laboratory.**

1 rec., 4 lab. hr.; 2 cr. Prereq.: A grade of *C* or better in CHEM 211; prereq. or coreq.: CHEM 212 or 378 and permission of the instructor. An introduction, using a project-based approach, to standard techniques and experiments in physical and biophysical chemistry. Chemical modeling and advanced data analysis are also covered. Written reports and presentations are required. Field trips may be taken that will require a field trip fee. Spring

### **CHEM 391.1–391.3. Research in Chemistry and Biochemistry.**

CHEM 391.1, 4 hr.; 1 cr., CHEM 391.2, 8 hr.; 2 cr., CHEM 391.3, 12 hr.; 3 cr. Prereq.: A grade of *C* or better in CHEM 252.4, and 252.1 (or 211 and 212), and permission of the department. Advanced research under the supervision of a faculty member in the department. A written report will be submitted to and approved by the department and a presentation is required. HMNS 391.1–3 may be substituted for CHEM 391.1–3, but a written report submitted to and approved by the department and a presentation are still required. May be repeated for a maximum of 12 credits. Fall, Spring

### **CHEM 395. Senior Thesis.**

3 hr.; 3 cr. Prereq.: Senior standing at Queens College. A grade of *C* or better in all intermediate (200-level) Foundation courses (see Requirements for the Major). Prereq. or coreq.: All Advanced (300-level) Foundation courses and one of the following: CHEM 387, 388, or at least 2 credit hours of CHEM 291, 321.1–3, 391.1–3, HMNS 291, or HMNS 391. Under the supervision of a faculty mentor and the support of one additional faculty member (not in the sub-discipline of the planned project), the student will prepare a senior thesis that either presents the research performed by the student or expands (using current literature) the project investigated in CHEM 387 or 388. Upon completion of the thesis, an oral presentation will be given to the department. Fall, Spring

# Classical, Middle Eastern & Asian Languages & Cultures

*Chair:* Yunzhong Shu

*Department Office:* Queens Hall 215, 718-997-5570;  
Fax 718-997-5577

*Professors:* Alcalay, McClure, Shu, Sukhu; *Associate Professors:* Li, Segal; *Assistant Professors:* Beck, Han, Kim, Ko, Nir, Taleghani; *Lecturers:* Capra, Fujimoto; *Administrative Assistant:* Chang; *Professors Emeritus:* Goldsmith, Lidov, Schoenheim, Solomon, Spectorsky

*Majors Offered:* Ancient Greek (State Education Code 02754), Chinese (State Education Code 32949), Classics (State Education Code 32950), East Asian Studies (State Education Code 02691), Hebrew (State Education Code 02755), Latin (State Education Code 34801), and Middle Eastern Studies (State Education Code 34684)

## The department offers courses in these areas:

- Classics: Ancient Greek, Latin
- Middle Eastern Studies: Arabic, Hebrew
- East Asian Studies: Chinese, Japanese, Korean
- Religious Studies: Buddhism, Eastern Religion, Classical Religion, Islam, Judaism

Cultural knowledge and the ability to use a foreign language are essential components of a liberal arts education. In addition to language courses, the faculty offer a wide variety of literature and culture courses, both in English and in foreign languages. Students who already know the languages may take advanced courses to enrich their understanding of the humanities in these traditions; sequences of such courses can become important components of interdisciplinary concentrations, minors, or double majors that complement a student's primary field

of study. The department's "in-translation" courses give students an understanding of the ancient Western and Asian classics and of various modern Asian, Middle Eastern, and Mediterranean cultures. These courses can serve as valuable supplements to work in such other departments as art, comparative literature, English, history, and philosophy. They can also complement coursework in fields where knowledge of Classical, Middle Eastern, and Asian cultures and languages can be an important component; these include anthropology, economics, linguistics, political science, urban studies, and women's studies.

The department stresses the importance of critical thinking, research, and writing skills for all undergraduates; we work with students to develop interdisciplinary concentrations, minors, or double-majors linked to a diverse range of interests, fields of study, and professional orientations. In addition, we work closely with other departments and programs to sponsor visiting international writers and scholars in order to explore and emphasize a broad range of global issues.

Major programs are available in Ancient Greek, Latin, Classics, Chinese, and Hebrew as well as East Asian, Middle Eastern, and Religious Studies. East Asian Studies majors may choose one of three tracks (Chinese, Japanese, or Area Studies), and may focus on Korean within the Area Studies track. Hebrew and Classical Hebrew may be taken as part of the Jewish Studies major, as may Aramaic and Yiddish, usually in the form of an independent study. Students may enroll in minors in all areas of the department.

## Department Awards

The department awards prizes for excellence in language and literature study. Upon the recommendation of the program coordinator, students will receive honors in one of the department's major or minor programs if they maintain an average of 3.7 in courses above the elementary language level and take at least 24 credits in the program, including at least 14 credits of language and 6 credits of work in courses at or above the third-year level.

## COURSES IN ENGLISH

The department offers the following courses in English (many of which satisfy general education requirements).

- CLAS 10. The Greek and Latin Elements in English
- CLAS 120. Greek Civilization
- CLAS 130. Roman Civilization
- CLAS 140. Classical Mythology
- CLAS 150. Greek and Latin Classics in Translation
- CLAS 240. Religion and Philosophy in Classical Greece and Rome
- CLAS 250, 250W. Ancient Epic and Tragedy
- CMAL 101W. Cultural Studies: The Short Poem
- CMAL 102, 102W. Cultural Studies: Experiences of Imperial, Colonial & Postcolonial Life
- EAST 130W. East Asian Religion
- EAST 132. Civilization of Korea
- EAST 152. Korean Literature in Translation
- EAST 230. East Asian Civilization I
- EAST 235. East Asian Civilization II
- EAST 250. Modern Chinese Fiction in Translation
- EAST 251. Modern Japanese Fiction in Translation
- EAST 255, 255W. *The Tale of Genji* and Early Japanese Women's Writings
- HEBRW 150. Modern Hebrew Literature in Translation
- HEBRW 160. Masterpieces of Hebrew Literature in Translation
- HEBRW 190. VT: Topics in Hebrew Culture, Art, and Literature in Israel
- MES 155. Sephardic Literature in Translation
- MES 160. History and Civilization of Islam
- MES 190. Topics in Middle Eastern Culture and Literature in Translation
- MES 240. Images of the Middle East
- MES 250. Literatures from the Islamic World
- MES 255. Modern Arabic Literature in Translation
- MES 260. Revival and Reform Movements in Islam
- YIDD 150. Introduction to Yiddish Literature
- YIDD 161. The Culture of East European Jewry

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

Courses in the art, history, and philosophy of China, Japan, Greece, and Rome are offered by the relevant departments. Other related courses include ENGL 380 and 381, CMLIT 220W and 221, and courses in Jewish Studies.

### COURSES IN CULTURAL STUDIES

These courses move across boundaries of specific languages, cultures, and political structures to introduce students to the broad linguistic, geographic, and historical areas of study in the department. The introductory course, CMAL 101W, uses the short poem as a vehicle for intensive study and discussion without extensive reading; CMAL 102 uses the broad categories of imperial, colonial, and postcolonial to define and contextualize areas of historical and literary experience for students who have begun to familiarize themselves with the concepts of linguistic and cultural differences. The department plans to add more courses in cultural studies on a variety of topics.

**CMAL 101W. Cultural Studies: The Short Poem.** 3 hr.; 3 cr. Prereq.: ENGL 110. A team-taught course introducing varied topics in lyric or short poetry of the ancient, medieval, and modern traditions of the Classical World (Greek and Latin), the Middle East (Hebrew and Arabic), and Asia (Chinese, Korean, and Japanese). No foreign language knowledge required.

**CMAL 102, 102W. Cultural Studies: Experiences of Imperial, Colonial & Postcolonial Life.** 3 hr.; 3 cr. Prereq.: ENGL 110. A team-taught variable topics course examining aspects of continuity and change within literary, aesthetic, and cultural experiences under different forms of rule in the ancient, medieval, and modern traditions of the Classical World (Greek and Latin), the Middle East (Hebrew and Arabic), and Asia (Chinese, Korean, and Japanese). No foreign language knowledge required.

**CMAL 220, 220W. Creation Stories.** 3 hr.; 3 cr. Ancient creation stories (e.g., Enuma Elish, Genesis, Greek myth, Popul Vu) read on their own and in comparison to each other, with a focus on understanding what these stories tell us about the cultures in which they were (and are) told and on their view of who we humans are.

## Arabic, Islamic, and Middle Eastern Studies

*Coordinator & Advisor:* Shareah Taleghani

### Middle Eastern Studies

The major in Middle Eastern Studies is a flexible program designed for students wishing to gain familiarity with the languages, cultures, and history as well as the social, religious, and political institutions of the countries of the Middle East. The knowledge can be applied to a wide range of fields, including law, foreign affairs, international business, secondary education, comparative literature, art history, and a variety of other disciplines. Each student plans an individual course of study with a department advisor. Students are admitted to the major only after their plan of study is approved. See the box on page 133 for the requirements for the major in Middle Eastern Studies.

### COURSE PLACEMENT

Placement in basic language courses is subject to permission of the instructor.

### *Courses Taught in English*

**MES 155. Sephardic Literature in Translation.** (formerly HEBRW 155) 3 hr.; 3 cr. The class will explore cultural, political, and social implications of works by writers from throughout the Middle East. Readings in English translation of the literature of Sephardic, Middle Eastern Jews from the late nineteenth century to the present.

**MES 160. Classical Islamic Literature and Civilization.** 3 hr.; 3 cr. A survey of the rich cultural legacy of Islamic civilization from the 7th to 15th centuries CE, a time of intense literary activity and intellectual inquiry in the Middle East, through close readings of scripture, literary texts, and scholarly works. Topics to be covered include the revelation of the Qurʾān

and development of Islamic religious sciences, ethnic and religious identity in the medieval Middle East, court culture and literature under the Abbasid caliphs, Persian identity and literature, theories of historiography, and the development of Sufi mysticism. (LIT)

**MES 170. Islam.** 3 lec., hr.; 3 cr. An introduction to the scriptures, tenets, practice, and historical development of the religion of Islam and the principal genres of scholarly and religious expression in Islamic societies. Throughout the course, a chronological account will be paired with theme discussions on law, science, philosophy, mysticism, and daily life. The status of Islamic religion in the culture and its influence on the formation and development of various institutions in society will be investigated. In addition, the origins and development of sectarianism and the main religious sects in Islamic societies will be discussed. The changing nature of the relationship between religious tradition, political structures, economy and society from the rise of Islam in the seventh century until the post-colonial period in the twentieth century will be highlighted.

**MES 190. Topics in Middle Eastern Culture and Literature in Translation.** (formerly ARAB 190) 3 hr.; 3 cr. Prereq.: MES 160, 250, or 255. Study of a topic in Arab culture of literature for students who have taken introductory courses in Arabic or Islamic history, culture, or literature. Topics will be announced in advance. Course may be repeated for credit when the topic changes.

**MES 200. VT: Topics in Cultural Interpretation & Intellectual History.** 3 hr.; 3 cr. Prereq.: ENGL 110 and sophomore standing. Examination of the different interpretive frameworks that have been used to study Middle Eastern peoples, cultures, and topics through readings from ancient, medieval, and contemporary sources that describe or define elements of Middle Eastern culture or propose research models for the interpretation of Middle Eastern topics. All materials will be in English but will include a wide range of Middle Eastern and Western original and scholarly

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

### REQUIREMENTS FOR THE MAJOR IN MIDDLE EASTERN STUDIES (MAJOR CODE MIDES-BA) (36–44 CREDITS)

Course requirements for the major are listed below. Students must maintain an average GPA of 2.0 or higher in courses used toward the major.

#### I. FOREIGN LANGUAGE (6–14 CREDITS)

Both A and B must be satisfied:

A. Two semesters of college-level Arabic including ARAB 101, 102, 203, 204, 305, or 306

B. Two semesters of Hebrew, Farsi, Turkish, or two more semesters of Arabic. An exemption for this half of the requirement will be given to students who satisfy the college language requirement in one of the four languages.

#### 2. INTRODUCTORY COURSES (6 CREDITS)

MES 160 and MES 255W; or one of these two courses and one of the following history courses:

HIST 146. History of the Middle East, 18th Century

HIST 147. The Modern Middle East, 1789–1923

HIST 148. Islamic Civilization 600–1517

HIST 149. Islamic Civilization 1517–Present

#### 3. CORE COURSES (12 CREDITS)

Four of the following:

HIST 204. The Ancient Near East and Egypt

HIST 256. History of Modern Israel

HIST 298. Women, Gender, and Sexuality in Islam

MES 155. Sephardic Literature in Translation

MES 240. Images of the Middle East

MES 250. Literatures from the Islamic World

MES 260. Revival and Reform Movements in Islam

PSCI 240. Contemporary Middle East

One more introductory course (listed above) not already taken

#### 4. ELECTIVES (9 CREDITS)

Three additional courses chosen in consultation with an advisor within the department's offerings in Arabic, Hebrew, or Middle Eastern Studies, or college-wide courses relevant to the Middle East. Elective courses may include any combination of ANTH 204, 212, CMLIT 208, 245, HEBRW 150, HIST 255, 295, MES 170, or 270. Elective courses may include courses listed as Introductory or Core Courses that have not been taken for those requirements in consultation with the major advisor.

#### 5. SENIOR SEMINAR (3 CREDITS)

Either A or B must be satisfied:

A. Middle Eastern Studies 300.

B. With permission of an advisor, a 300-level course or seminar on a Middle Eastern topic in another department (300 level courses counting towards the Senior Seminar requirement include HEBRW 350W, HIST 311, 338).

sources; all will illustrate by example the wide range of ways that Middle Eastern peoples, cultures, times, and places have been interpreted and transmitted. Examples of topics may include the following: The Crusades Then & Now; Interpretations of Jerusalem Through Time; Literary Depictions of the Middle East; Studies in Orientalism. May be repeated for credit once when the topic changes.

**MES 240. Images of the Middle East.** 3 hr.; 3 cr. Prereq.: ENGL 110 and sophomore standing. An investigation into the culture, history, and politics of the Middle East through a wide range of sources, with an emphasis on analyzing how our knowledge of a culture

or region is both created and processed through different forms of representation. Using film, literary texts, and media representations as primary resources (augmented by readings that provide cultural, historical, political, and theoretical background), students negotiate issues of narrative, point of view, and cultural history in order to explore the complexities of Middle Eastern cultures and peoples in both contemporary and historical contexts.

**MES 250. Literatures from the Islamic World.** 3 hr.; 3 cr. Prereq.: ENGL 110 and sophomore standing. Study of a wide range of literary genres and themes from the region usually defined as the Islamic world. The texts we will be engaging with are part of the

Arabo-Islamic tradition, but are limited to neither the Arabic language nor the Muslim religion. We will be reading, in English translation, texts originally written in Arabic, Hebrew, Persian, and other languages. One of the main goals of the course is to understand the wide array of influences making up the remarkably rich and diverse cultures of the Middle East. The course will cover the time period beginning with the pre-Islamic period (6th century C.E.) to the 18th century.

**MES 255W. Modern Arabic Literature in Translation.** (formerly ARAB 150) 3 hr.; 3 cr. A study of Arabic novels and short stories to see how modern prose developed to express, confront, and challenge social, political, religious, and aesthetic issues in contemporary Arab society. We will examine themes such as gender, colonialism, and postcolonialism, religion, “modernity,” Israel/Palestine, language, and resistance. The course will also deal with issues of genre itself, examining Arabic fiction’s classical roots and modern innovations; we will consider readings of these works on multiple levels, and by avoiding strict genre categorization, students will learn to better understand and appreciate the rich complexity of literary texts.

**MES 260. Revival and Reform Movements in Islam.** (formerly ARAB 260) 3 hr.; 3 cr. Prereq.: ENGL 110 and sophomore standing. An examination of movements of revival and reform that have evolved in various parts of the Islamic world from the eighteenth through the twentieth centuries. Some of these movements represent developments within Islam; others are responses to the pressures of political and social change brought about by colonization and industrialization. All readings and discussions are in English.

**MES 270. Religion, Society, and Empire in the Middle East.** 3 hr.; 3 cr. An overview of the development of the Ottoman, Safavid, and Mughal Empires in the Islamic world during the period 1450–1700. The rise of these empires represented the end of the political fragmentation in the Islamic world that came about after



the collapse of the Mongol system in the second half of the fourteenth century. Although these empires ruled over different geographical areas and different peoples, they responded to similar problems and were moved by similar motivations during the early modern period.

**MES 300. Topics in Islamic Studies.** (formerly ARAB 300) 3 hr.; 3 cr. Prereq.: MES 160 or 260. Study of a particular aspect of the religion or civilization of Islam for students who have taken introductory courses in the history or civilization of Islam. All readings will be in English. Course may be repeated for credit when the topic changes.

## Arabic

Arabic language study stresses the reading and comprehension of Modern Standard Arabic. After completing ARAB 204, advanced students may wish to pursue writing and speaking skills as well. Students are introduced to graded modern reading selections in ARAB 102. In ARAB 203, students read short classical texts in addition to ungraded modern selections. From ARAB 204 on, students' command of syntax and morphology enables them to choose to begin to study either classical or modern literature. Courses in English introduce students to masterpieces of Arabic literature and to the historical and cultural development of the civilization of Islam. See the box on this page for the requirements for the minor in Arabic.

### BASIC LANGUAGE COURSES

**ARAB 101. Elementary Arabic I.** 4 hr.; 4 cr. A beginner's course in modern Arabic, designed to give elementary control over the spoken and the written word; practice in reading elementary texts and in oral expression. (LANG)

**ARAB 102. Elementary Arabic II.** 4 hr.; 4 cr. Prereq.: ARAB 101 or equivalent. A continuation of ARAB 101. (LANG)

**ARAB 203. Intermediate Arabic I.** 3 hr.; 3 cr. Prereq.: ARAB 102. A continuation of ARAB 102. (LANG)

**ARAB 204. Intermediate Arabic II.** 3 hr.; 3 cr. Prereq.: ARAB 203. A continuation of ARAB 203. (LANG)

### REQUIREMENTS FOR THE MINOR IN ARABIC (MINOR CODE ARABIC-MIN)

#### Required

15 credits beyond ARAB 102, of which 6 credits will normally be in language study (two courses from ARAB 203, 204, 305, or 306); the others will be in courses taught in English relevant to the history and civilization of Islam and the literature and culture of the Arab world. Such courses include MES 155, 160, 170, 190, 255W, 250, 270, 300, HIST 146, 147, 148, 149, 204, 255VT, 295, 298, 311, ANTH 204, 212, PSCI 240, 260. Programs should be arranged in consultation with the minor coordinator or the chair.

### ADVANCED LANGUAGE COURSES

Please consult the coordinator. Permission of the instructor is required before registering for advanced language study.

**ARAB 305. Advanced Arabic I.** 3 hr.; 3 cr. Continued expansion of knowledge of Arabic grammar and style through readings from a variety of sources including newspaper articles, short stories, and essays. Material will vary and be determined largely by student goals and interests. This class will focus on the four language skills (reading, writing, listening, speaking). Class will be conducted in Arabic. (Course may also be given as a tutorial; consult coordinator.) (LANG)

**ARAB 306. Advanced Arabic II.** 3 hr.; 3 cr. A continuation of ARAB 305, with further emphasis on reading, writing, listening, and speaking. (Course may also be given as a tutorial; consult coordinator.) (LANG)

## Classics, Ancient Greek, and Latin

*Coordinator & Advisor:* Raymond Capra

Classics courses, offered in English, expose students to the literature and civilization of the ancient world as presented in the original writings of ancient poets, historians, orators, and philosophers. All reading is done in translation. Beginning and advanced courses in Latin and Ancient Greek provide students with a reading knowledge of the ancient languages. The first year in each case is largely devoted to forms, grammar, and short practice passages. Continuous reading is introduced in the second year.

### Majors in Classics, Ancient Greek, and Latin, and the Minor in Classical Studies

See the box on this page for the specific requirements for the major in Classics, and see the box on page 136 for the specific requirements for the majors in Ancient Greek and Latin and the minor in Classics. To graduate with a major in Ancient Greek or Latin, students must attain a *C* average in the courses for their major.

### Course Placement

Students who have had previous training in Latin or Ancient Greek should consult the department. Note that GREEK 251 has no prerequisites and is the beginner's course for all students who have not had any formal instruction in Ancient Greek.

### COURSES IN CLASSICS

#### *Courses Taught in English*

**CLAS 10. The Greek and Latin Elements in English.** 3 hr.; 3 cr. Study of the most important Greek and Latin roots in English, both literary and scientific; history of the Greek and Latin elements in English; principles of word formation.

**CLAS 120. Greek Civilization.** 3 hr.; 3 cr. Designed for students who wish to secure an overview of the life and civilization of the ancient Greeks. Knowledge of Greek not necessary.

**CLAS 130. Roman Civilization.** 3 hr.; 3 cr. Designed for students who wish to secure an overview of the life of ancient Rome and its civilization. Knowledge of Latin not necessary.

**CLAS 140. Classical Mythology.** 3 hr.; 3 cr. Analysis and interpretation of Greek and Roman mythology: the various theories of its origins, a comparison with similar mythic elements in other ethnic groups, and the influence of the myths on the religious and patriotic concepts of classical times and on classical and modern languages and literatures. Texts, lectures, and class discussions supplemented by collateral readings leading to a term paper. Knowledge of ancient languages not necessary.

**CLAS 150. Greek and Latin Classics in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to the masterpieces that have made the literature of Greece and Rome an enduring part of the modern heritage. The course will include Homer, Herodotus, Greek Tragedy, Greek and Roman Lyric, Greek and Roman Comedy, Roman Epic, and Ovid. The literature will be studied for its enduring values, in relation to its times, and as the background for literature in the modern languages. (LIT)

### REQUIREMENTS FOR THE MAJOR IN CLASSICS (36 CREDITS, MAJOR CODE CLAS-BA)

#### Required

Students must maintain a GPA of 2.0 or higher in courses used towards the major.

#### A. Language Requirement (3-4 credits):

A college Latin or Ancient Greek course at the appropriate level (Latin 101 or Greek 251 for students who have never studied either language; other students should consult adviser). With the permission of the adviser, this requirement may be replaced by an additional Introductory course (see (B) below).

#### B. Introductory courses (15 credits):

One course each from five of the following six areas:

- Greek Civilization: History 205 or Art History 206 or Classics 120
- Roman Civilization: History 208 or Art History 207 or Classics 130
- Myth: Classics 140
- Literature I: Classics 150
- Literature II: Classics 250W (Epic and Tragedy)
- Religion/Philosophy: Classics 240 (Anc. Religion) or Philosophy 140 (Anc. Philosophy)

**C. Electives (12 credits)** Chosen in consultation with the advisor, any four courses from among:

- The additional Introductory courses or other courses in Greek, Latin, or Classics
- Art 110, 205
- Comparative Literature 333, 334W
- Drama 201
- English 380
- History 113, 206
- Philosophy 250, 264

**D. Advanced (capstone) courses (6 credits)** Two of:

- Classics 300.3 or 300.3W
- A second section of Classics 300.3, or History 392W (when the announced topic is from ancient history), or any other appropriate 300-level course or seminar from English, Art History, Philosophy, or Comparative Literature (with advisor's approval; these are typically W courses).



## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

**CLAS 240. Religion Among Ancient Greeks and Romans.** 3 hr.; 3 cr. An introduction to the variety of religious beliefs and practices in the world of the ancient Greeks and Romans. Topics include official state cults, unofficial forms of worship such as household religion and mystery cults, “Oriental” deities such as Mithras and Isis, and early Christianities. Students examine Greek and Roman sources that describe practices such as divination, prayer, and sacrifice, and analyze ancient philosophical, satirical, and polemical texts in order to appreciate the diversity of the Greeks’ and Romans’ thinking about their own religious traditions.

**CLAS 250, 250W. Ancient Epic and Tragedy.** 3 hr.; 3 cr. Study of the literary, philosophical, and political themes that are explored in the Iliad of Homer and in the tragic plays of Homer’s intellectual heirs, Aeschylus, Sophocles, and Euripides of classical Athens. Topics discussed include: the conception of gods and mortals; traditional heroic values such as honor and glory; fate and human free choice; the human pursuit of knowledge and technology; the autonomy of the individual versus the demands of society; a critique of classical Athens as an imperial power; and the representation of women in epic and tragedy.

**CLAS 260. Law and Order in Greece and Rome.** 3 hr.; 3 cr. The legal systems and judicial processes of the ancient Greeks and Romans with emphasis on actual trials. Ancient trials were dramatic and often scandalous affairs in which not only laws but fundamental social values were at stake. The course examines legal cases both famous and obscure through the speeches of defendants and prosecutors and other surviving documents. Besides serious criminal matters (e.g., homicide, assault, robbery), the course introduces legal issues absent from the U.S. judicial system (e.g., impiety, exile) as well as legal matters familiar today (e.g., immigration, citizenship, fraud, child custody). Authors include Andocides, Antiphon, Lysias, Demosthenes, Plato, Aristotle, Cicero, and Quintilian.

**CLAS 300. Topics in Classical Studies.** CLAS 300.1–300.4W\*, 1–4 hr.; 1–4 cr. Specific topics will be announced in advance. A study of a topic in Classical culture or literature for students who have taken introductory courses in Classics or ancient Greek or Roman history, art, or philosophy. Materials will be read in translation. Course may be repeated once for credit when the topic changes. Course may also be given as a tutorial. \*May be offered as a writing-intensive course only when cross-referenced with a writing-intensive course in another department.

### COURSES IN ANCIENT GREEK

**GREEK 251. Elementary Ancient Greek I.** 4 hr.; 4 cr. A beginner’s course in Ancient Greek, based on the language of Plato and other Classical Athenian authors. (LANG)

**GREEK 252. Elementary Ancient Greek II.** 4 hr.; 4 cr. Prereq.: GREEK 251 or one year of high school Greek. A continuation of GREEK 251. (LANG)

**GREEK 351. Euripides.** 3 hr.; 3 cr. Prereq.: GREEK 252 or two years of high school Greek. (LANG)

**GREEK 352. Plato.** 3 hr.; 3 cr. Prereq.: GREEK 252 or two years of high school Greek. Readings in the shorter works of Plato. (LANG)

**GREEK 357. Homer.** 3 hr.; 3 cr. Prereq.: GREEK 252 or two years of high school Greek. (LANG)

**GREEK 360. Readings in Ancient Greek Literature.** GREEK 360.1–360.3, 1–3 hr.; 1–3 cr. Prereq.: GREEK 351 or 352 or equivalent. A study of the writings of one major Ancient Greek author (such as Aeschylus, Sophocles, Herodotus, Thucydides, Lysias) in the original Greek. Topic to be announced in advance. Course may be repeated for credit when topic changes. Course may also be given as a tutorial; consult coordinator. (LANG)

### REQUIREMENTS FOR THE MAJOR IN ANCIENT GREEK (MAJOR CODE ANGRK-BA)

#### Required (27 credits)

A minimum of 12 credits of Greek beyond GREEK 252; at least 6 credits of Latin beyond LATIN 102 or its equivalent; and CLAS 120, 130, and 140.

### REQUIREMENTS FOR THE MAJOR IN LATIN (MAJOR CODE LATIN-BA)

#### Required (32 credits)

A minimum of 15 credits of Latin beyond LATIN 203; GREEK 251 and 252 or their equivalent (8 credits); and CLAS 120, 130, and 140 (9 credits). Students who intend to teach Latin at the high school level or to go on to graduate work in Classics should also take LATIN 315 (1 credit).

### REQUIREMENTS FOR THE MINOR IN CLASSICAL STUDIES (MINOR CODE CLAS-MIN)

#### Required

18 credits in Ancient Greek, Latin, or Classics; at least 9 credits must be in courses numbered 200 or above. In addition to courses offered by the department, courses in other departments on Ancient Greek or Roman history, art, literature, or philosophy may be included with the permission of the department advisor (e.g., ARTH 110, 206; CMLIT 101 in place of CLAS 150; HIST 113, 205, 206, 207, 208; PHIL 140, 250, 264).

### COURSES IN LATIN

**LATIN 101. Elementary Latin.** 3 hr.; 3 cr. (LANG)

**LATIN 102. Intermediate Latin.** 3 hr.; 3 cr. Prereq.: LATIN 101 or one year of high school Latin. A continuation of LATIN 101 but with an emphasis on Roman culture and civilization as revealed through study of the Latin language. (LANG)

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

**LATIN 203. Roman Prose.** 3 hr.; 3 cr. Prereq.: LATIN 102 or two years of high school Latin. Selections from Latin prose, with special attention to syntax, idiom, and cultural context, to improve skills in reading and understanding. (LANG)

**LATIN 204. Roman Poetry.** 3 hr.; 3 cr. Prereq.: LATIN 203 or three years of high school Latin. Selections from Catullus and other Roman poets, with special attention to idiom, vocabulary, and style of Roman poetic tradition. (LANG)

**LATIN 315. Latin Prose Composition I.** 1 hr.; 1 cr. Prereq.: LATIN 204 or permission of the department. A practical course in the writing of Latin prose; review of forms and syntax. (LANG)

**LATIN 360. Readings in Latin Literature.** LATIN 360.1–360.3, 1–3 hr.; 1–3 cr. Prereq.: LATIN 204 or equivalent. A study of the writings of one major Roman author (such as Cicero, Virgil, Lucretius, Horace, Ovid, Tacitus) or works in one major genre (such as elegy, comedy, satire) in the original Latin. Topic to be announced in advance. Course may be repeated for credit when topic changes. Course may also be given as tutorial; consult the coordinator. (LANG)

## East Asian Studies: Chinese, Japanese, and Korean

*Coordinator & Advisor for Chinese:* Yunzhong Shu  
*Coordinator & Advisor for Japanese:* Mari Fujimoto

The major in East Asian Studies is a flexible program designed for students wishing to gain familiarity with the languages, history, and cultures as well as the social, religious, and political institutions of the countries of Asia. This knowledge can be applied to a wide range of fields including law, foreign affairs, international business, secondary education, comparative literature, art history, and a variety of other professions and academic disciplines. Presently, the major focuses on China, Korea, and Japan, and the languages offered are Chinese, Japanese, and Korean. However, attention is also given to India and Southeast Asia to gain a wider perspective.

Students will be expected to fulfill general requirements for the major and also to choose an area of concentration. In each area of concentration, the student will also be expected to take a course that does not necessarily cover Asian topics but provides exposure to the methodology of the particular field. These areas of concentration might include anthropology, art history, Asian American topics, comparative literature, economics, history, linguistics, music, philosophy, political science, religious studies, sociology, or women's studies. Examples are given below.

Each student plans an individual course of interdisciplinary study in consultation with a department advisor. Students are admitted to the major only after their plan of study is approved.

### REQUIREMENTS FOR THE MAJOR IN EAST ASIAN STUDIES (MAJOR CODE EAST-BA)

#### FOR ALL TRACKS:

Two of the following introductory classes: CMLIT 221W, EAST 130W, HIST 112. (6 credits)  
Senior seminar: EAST 380. (3 credits)

#### FOR THE CHINESE TRACK:

Two Chinese language classes numbered higher than CHIN 204. (6 credits)  
Four electives chosen from the following: CMLIT 221W, EAST 230, 235, 250, and 255/255W, HIST 140 and 141. (12 credits)  
Three further electives relevant to East Asia offered anywhere in the college.\* (9 credits)

#### FOR THE JAPANESE TRACK:

Two Japanese language classes numbered higher than JPNS 204. (6 credits)  
Four electives chosen from the following: CMLIT 221W, EAST 230, 235, 251, and 255/255W, HIST 140 and 142. (12 credits)  
Three further electives relevant to East Asia offered anywhere in the college.\* (9 credits)

#### FOR THE AREA STUDIES TRACK:

Two semesters of any combination of Chinese, Japanese, or Korean language. (6 credits)  
Five electives chosen from the following: ARTH 114 and 272–274, EAST 152, 230, and 235. Two further electives relevant to East Asia offered anywhere in the college.\* (6 credits)

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\*In addition to any courses in Chinese, Japanese, Korean, or East Asian Studies not already taken, relevant courses include (but are not limited to): ANTH 210, ARTH 270–274 and 277–278, ECON 211, HIST 313, MUSIC 234, PHIL 118, PSCI 238 and 258, RLGST 211, SOC 275.

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

### THE MAJOR

See the box on page 137 for the specific requirements for the major. The department offers courses in Chinese, Japanese, and Korean from elementary to advanced levels, as well as literature and civilization courses given in translation. Description of the department offerings and requirements for the minors appear after the Sample Programs of Study outlined below.

### SAMPLE PROGRAMS OF STUDY

#### CONCENTRATION IN CHINESE HISTORY (CONCENTRATION CODE 03A)

##### *Chinese Language Requirement*

##### **Oriental Studies**

EAST 130W. East Asian Religion  
EAST 230, 235. East Asian Civilization I, II

##### **History**

HIST 1. Western Civilization I. A History of  
Ideas from Antiquity to the Scientific Revolution  
HIST 112. Introduction to East Asian History  
HIST 140. China to 1500  
HIST 141. China after 1500

##### **Anthropology**

ANTH 208. Peoples of South Asia

##### **Chinese**

CHIN 340. Readings from Chinese History  
EAST 250. Modern Chinese Fiction in Translation

#### CONCENTRATION IN JAPANESE LITERATURE (CONCENTRATION CODE 03B)

##### *Japanese Language Requirement*

##### **Oriental Studies**

EAST 130W. East Asian Religion

##### **Comparative Literature**

CMLIT 220W, 221W. East Asian Literature I, II  
CMLIT 102. Great Books II; **or**

##### **English**

ENGL 170W. Introduction to Literary Study

##### **Japanese**

EAST 251. Modern Japanese Fiction in Translation  
EAST 255. *The Tale of Genji* and Early Japanese  
Women's Writings  
JPNS 305, 306. Advanced Modern Japanese I, II

##### **History**

HIST 142. History of Japan

#### CONCENTRATION IN ASIAN ART (CONCENTRATION CODE 03C)

##### *Chinese, Japanese, or Korean Language Requirement*

##### **Oriental Studies**

EAST 130W. East Asian Religion  
EAST 230, 235. East Asian Civilization I, II

##### **Art**

ARTH 101 or 102. History of Western Art I or II  
ARTH 114. Survey of Asian Art  
ARTH 270. Art of India  
ARTH 271. Art and Architecture of Southeast Asia

##### **Music**

MUSIC 234. Music of Asia; **or**

##### **History**

HIST 112. Introduction to East Asian History

#### CONCENTRATION IN CHINESE LITERATURE (CONCENTRATION CODE 03D)

##### *Chinese Language Requirement*

##### **East Asian Studies**

EAST 130W. East Asian Religion

##### **English**

ENGL 170W. Introduction to Literary Study

##### **Chinese**

EAST 250. Modern Chinese Fiction in Translation  
CHIN 250, 251. Introduction to Classical Chinese I, II

##### **Comparative Literature**

CMLIT 203. The European Novel; **or**  
CMLIT 205. Modern Poetry

And two of the following:

##### **Chinese**

CHIN 350. Chinese Fiction  
CHIN 360. Traditional Chinese Literature  
CHIN 370. Chinese Short Story

##### **Comparative Literature**

CMLIT 331. Literary Criticism

#### CONCENTRATION IN KOREAN STUDIES (CONCENTRATION CODE 03E)

##### *Korean Language Requirement*

##### **East Asian Studies**

EAST 130W. East Asian Religion  
EAST 230, 235. East Asian Civilization I, II

##### **Korean**

EAST 132. Civilization of Korea  
KOR 360. Readings in Korean; or other upper-level  
Korean literature courses as offered

##### **History**

HIST 112. Introduction to East Asian History

##### **Comparative Literature**

CMLIT 220W, 221W. East Asian Literature I, II

##### **Sociology**

SOC 275. Sociology of Asian Americans

Many other options exist and can be discussed with the director and faculty advisors.

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

### Electives

Electives include all the advanced language and literature courses in Chinese, Japanese, and Korean, as well as literature, culture, and civilization courses given in translation. Other electives may include the following courses:

### Anthropology

ANTH 208. Peoples of South Asia  
ANTH 210. Peoples of East Asia

### Art

ARTH 114. Survey of Asian Art  
ARTH 270. Art of India  
ARTH 271. Art and Architecture of Southeast Asia

### Comparative Literature

CMLIT 220W, 221W. East Asian Literature I, II

### Economics

ECON 211. Economics of Asia

### History

HIST 112. Introduction to East Asian History  
HIST 140. China to 1500  
HIST 141. China after 1500  
HIST 142. History of Japan

### Music

MUSIC 234. Music of Asia

### Philosophy

PHIL 118. Introduction to Eastern Philosophy

### Political Science

PSCI 238. Contemporary Asia  
PSCI 258. Asia in World Politics

### Religious Studies

RLGST 102. Introduction to Eastern Religions  
RLGST 211. Essentials of Buddhism

### Sociology

SOC 275. Sociology of Asian Americans

### COURSES TAUGHT IN ENGLISH

#### **EAST 130W. East Asian Religion.** 3 hr.; 3 cr.

Prereq.: ENGL 110 or equivalent. An introduction to the study of the major religious traditions that originate and survive in South and East Asia: Hinduism, Buddhism, Confucianism, and Taoism. Certain aspects of Shamanism will be studied as well.

#### **EAST 131. Introduction to Modern Japan**

3 hr., 3 cr. An interdisciplinary course on the culture, history, and society of modern Japan. Through an engagement with short stories, films and scholarly sources, students will develop a nuanced understanding of the diversity and richness of the modern Japanese experience.

#### **EAST 132. Civilization of Korea.** 3 hr.; 3 cr.

An introduction to Korean civilization. Topics explored include religion, philosophy, literature, art, architecture, and music, and social and political issues in a historical framework. No knowledge of Korean required. All readings and coursework will be in English.

#### **EAST 152. Korean Literature in Translation.**

3 hr.; 3 cr. This course will examine the development of a Korean “national” literature through selected readings ranging historically from the earliest lyrics in Chinese to contemporary works in Korean. The course is both an introduction to the major works of Korean literature and an overview of contemporary concerns. (LIT)

#### **EAST 162. Introduction to Korean Cinema.**

4 hr. lec.; 3 cr. A survey of Korean cinema from the colonial period through the “golden” and “dark” ages to the present renaissance. It will examine contemporary Korean cinema as a reflection of major social and political changes in Korean society and explore various factors such as film aesthetics, genre, authorship, movement, industrial changes, and censorship practice that have shaped the Korean cinemascap. No prior knowledge of Korean cinema or language is required.

Lectures and work will be done in English; films will be screened with English subtitles.

#### **EAST 172. Music in Korea.** 3 hr.; 3 cr. Prereq.:

ENGL 110. Examination of music in the Korean culturescape, from traditional to popular. Several genres will be introduced along with the context of their development as Korea modernized over the last century. The course will consider music’s role as a marker of cultural and national identity, with special attention paid to its place in a globalizing world.

#### **EAST 209. VT: Structure of an East Asian Language.** 3 hr.; 3 cr. An introduction to the significant grammatical and linguistic features of a language (or language family) spoken in East Asia. Writing systems, history, and language change will be addressed where appropriate. The language of instruction is English and no prior language studied is required. May be repeated once for credit if the two languages studied are not in the same language family.

#### **EAST 230. East Asian Civilization I.** 3 hr.; 3 cr.

Prereq.: ENGL 110. Selected topics in the civilizations of pre-modern East Asia (from ancient times through the T’ang dynasty in China, from ancient times through the medieval period in Japan, and from ancient times through the sixteenth century in Korea), with an emphasis on literary, philosophical, and visual culture. No knowledge of Chinese, Japanese, or Korean is necessary. EAST 230 and 235 are complements of each other and may be taken in either order.

#### **EAST 235. East Asian Civilization II.** 3 hr.; 3 cr.

Prereq.: ENGL 110. Selected topics in the civilizations of pre-modern East Asia (from the Sung dynasty through the twentieth century in China, from the Tokugawa period through the twentieth century in Japan, and from the sixteenth century to the twentieth century in Korea), with an emphasis on literary, philosophical, and visual culture. No knowledge of Chinese, Japanese, or Korean is necessary. EAST 230

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

and 235 are complements of each other and may be taken in either order.

### **EAST 250. Modern Chinese Fiction in**

**Translation.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Readings in English translation of works of Chinese fiction from the perspective of literary history of the twentieth century. The course will introduce the major literary movements, trends, concerns, and debates through the close study of individual works. (LIT)

### **EAST 251. Modern Japanese Fiction in**

**Translation.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Readings in English translation of modern Japanese fiction from the late nineteenth century to the present. Through close readings of selected texts by a wide range of authors (as well as by viewing films where appropriate), the course will examine such issues as problems of representation; the language, form, and position of the “novel”; modernization/Westernization vs. the “tradition”; modernity and nationalism; gender, family, and society.

### **EAST 252. Korean Women’s Writings.**

3.0 lec.; 3.0 cr. No prerequisites. An exploration of literature by Korean women writers, from a memoir of a crown princess in the eighteenth century Choson dynasty to the contemporary, international award-winning novel by Han Kang. The course examines the various manifestations of the female image, the construction of gender identity and the change of women’s social role, women’s colonial and war experience, and how women writers have engaged with the social and political transformation of modern Korea—challenging and adapting to the longstanding Confucian tradition. All readings are available in English translation, and no previous knowledge of Korean language is necessary.

### **EAST 253: Contemporary Chinese Film.**

4 hr.; 3 cr. Prereq.: Sophomore standing. This course focuses on the development of Chinese cinema since the mid-1980s, focusing on commonly occurring themes and the use of technique. Chinese film is discussed in its own cultural context, but as a Western art form, it is

compared to western cinema as well. Lectures and work will be done in English; films will be shown in the original language with subtitles.

### **EAST 255W. The Tale of Genji and Early Japanese Women’s Writings.**

3 hr.; 3 cr. Prereq.: Sophomore standing. The course will approach Shikibu’s *The Tale of Genji* both as the seminal literary fiction of the Japanese tradition and as a predecessor to the modern psychological novel. The readings, in English translations, will include important texts by other 11th-century Japanese women writers, and selections from medieval critical commentaries.

### **EAST 262. Korean History through Film.**

4 hr. lec.; 3 cr. Prereq.: EAST 132. The history of premodern and modern Korea through a selection of historical themes and personages featured in contemporary Korean films and dramas. Topics include Choson kingship and politics; Confucianism; war and technology; social structure; gender and family; law and society; arts and material culture; and quotidian lives of people. No prior knowledge of Korean cinema or language is required. Lectures and work will be done in English; films will be screened with English subtitles.

### **EAST 290. Topics in East Asian Studies.**

3 hr.; 3 cr. Prereq.: EAST 130W, or 230, or 235. Study of a particular topic in Chinese, Japanese, or Korean literature or civilization for students who have taken introductory courses in East Asian Studies. Materials will be read in translation. Course may be repeated for credit when the topic changes.

### **EAST 380. Research Seminar in East Asian**

**Studies.** 3 hr.; 3 cr. Prereq.: Senior status or permission of the instructor. Students undertake a full-length research paper on a topic related to East Asia. Students will learn research methods and academic writing as well as an in-depth knowledge of the subject studied. May not be repeated for credit.



**REQUIREMENTS FOR THE MAJOR IN CHINESE  
(MAJOR CODE CHIN-BA)**

**Required (39 credits)**

Course requirements for the major are listed below. Students must maintain a GPA of 2.0 or higher in courses used toward the major.

**1. MODERN LANGUAGE (6 CREDITS)**

Two of CHIN 311, 314, or 315.

**2. CLASSICAL LANGUAGE (6 CREDITS)**

Two of CHIN 250, 251, or 312.

**3. ELECTIVES (18 CREDITS)\***

Any six CHIN courses numbered 252 or higher. These may include courses in the lists above not yet taken or any of the following: CHIN 317, 318, 330, 332, 334, 336, 338, 350, 352, 390.

**4. ELECTIVES IN ENGLISH (6 CREDITS)**

Two of EAST 130W, 230, 235, 250, 253; HIST 140, 141.

**5. SENIOR SEMINAR (3 CREDITS)**

EAST 380.

\*Students preparing for teacher certification must take CHIN 317 and CHIN 318.

**REQUIREMENTS FOR THE MINOR IN CHINESE  
(MINOR CODE CHIN-MIN)**

**Required (18 credits)**

Four or five semesters of Chinese (at an appropriate level) and one or two semesters relevant to Chinese literature or culture taught in English, chosen in consultation with an advisor.

**REQUIREMENTS FOR THE MINOR IN CHINESE  
FOR BUSINESS**

**Required (18 credits)**

Nine credits in Chinese language including CHIN 210 and CHIN 211. Six credits in China-related courses taught in English selected from the roster of courses offered in the Social Sciences or Arts and Humanities. A 3-credit supervised internship; students will register for BUS 393. The minor is limited to students already enrolled in a business-related major. Students interested in the Minor in Chinese for Business must speak with an advisor in the Department of Classical, Middle Eastern & Asian Languages & Cultures. Students must maintain an average of 2.0 in courses counted toward the minor.

## Chinese

The program of instruction in Chinese has three parts. The first two years are intended to introduce the student to the basic sentence patterns of Mandarin and to Chinese characters: the first year emphasizes the spoken language, the second year emphasizes the written language as it is used to transcribe the spoken language. The third year is an introduction to the classical language through the study of classical grammar and classical texts. The fourth year provides the student with a selection of reading courses that reinforce the student's experience with both the spoken and classical languages through the reading of dramas, essays, historical texts, and fiction. The reading selections from the second year on are intended to acquaint the student with the civilization of China through the study of secondary and primary materials. See the box on this page for the requirements for the major and minor in Chinese.

**Course Placement**

Students with no background in the Chinese language begin with CHIN 101. Students who have learned Chinese characters through their study of Japanese or Korean may enter CHIN 250 with the permission of the instructor. All others, whether native speakers or not, should consult the department for correct placement.

**COURSES IN CHINESE**

**Basic Language Courses**

**CHIN 101. Elementary Chinese I.** 4 hr.; 4 cr.

A beginner's course in Mandarin. Students will be placed in CHIN 101, 102, or 201 on the basis of a placement test or instructor's recommendation. (LANG)

**CHIN 102. Elementary Chinese II.** 4 hr.; 4 cr.

Prereq.: CHIN 101 or equivalent. Students will be placed in CHIN 101, 102, or 201 on the basis of a placement test or instructor's recommendation. A continuation of CHIN 101. (LANG)

**CHIN 112. Elementary Chinese for Heritage**

**Learners.** 4 hr.; 4 cr. Not open to students who have completed CHIN 101, 102 or 203. This course is appropriate for students whose family background and/or previous education has provided them with language skills in speaking and listening of any dialect of Chinese, but cannot read and write. The course focuses on teaching students reading and writing Chinese characters. Instruction will be primarily in Mandarin Chinese. Upon completion of this course, most students should be able to continue in an intermediate Chinese course. (LANG)

**CHIN 212. Intermediate Chinese for Heritage**

**Learners.** 3 hr.; 3 cr. Prereq.: Chinese 112 or the equivalent. A continuation of Chinese 112 (Elementary Chinese for Heritage Learners). (LANG)

**CHIN 203. Intermediate Chinese I.** 3 hr.; 3 cr.

Prereq.: CHIN 102 or equivalent. Not open to students who have completed CHIN 201. Primarily a reading course intended to increase the student's command of Chinese characters and give further practice in using the basic language patterns studied in the elementary course. (LANG)

**CHIN 204. Intermediate Chinese II.** 3 hr.; 3 cr.

Prereq.: CHIN 201 or 203 or equivalent. A continuation of CHIN 203. (LANG)

**CHIN 210. Business Chinese I.** 3 hr.; 3 cr. Prereq.:

CHIN 204 (Intermediate Chinese II) or equivalent knowledge of spoken and written Chinese. Primarily focused on business vocabulary, conversation, and correspondence, Business Chinese I will help students develop reading, writing, and speaking abilities in an environment of business and professional activities. (LANG)

**CHIN 211. Business Chinese II.** 3 hr.; 3 cr. Prereq.:

CHIN 210 (Business Chinese I) or equivalent. Through specific case studies students will acquire and utilize linguistic and cultural skills to deal with the current business situations, practices, and trade policies in China. (LANG)

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

**CHIN 240. Modern Chinese Fiction in Translation.** 3 hr.; 3 cr. Readings in English translation of works of Chinese fiction from the perspective of literary history of the twentieth century. The course will introduce the major literary movements, trends, concerns, and debates through the close study of individual works.

**CHIN 250. Introduction to Classical Chinese I.** 3 hr.; 3 cr. Prereq.: CHIN 204 or equivalent. Wen-yen grammar and the reading of texts in classical Chinese. (LANG)

**CHIN 251. Introduction to Classical Chinese II.** 3 hr.; 3 cr. Prereq.: CHIN 250 or equivalent. A continuation of CHIN 250. (LANG)

### ADVANCED LANGUAGE AND LITERATURE COURSES

**CHIN 311. Advanced Modern Chinese.** 3 hr.; 3 cr. A continuation of CHIN 204. (LANG)

**CHIN 312. Advanced Classical Chinese.** 3 hr.; 3 cr. A continuation of CHIN 251. (LANG)

**CHIN 314. Chinese Grammar, Rhetoric, and Composition.** 3 hr.; 3 cr. A review of Chinese grammar and usage based on close readings of essays together with systematic practice in composition. (LANG)

**CHIN 315. Writing Modern Chinese.** 3 hr.; 3 cr. Practice in writing Modern Chinese. Study of the formal structure of different types of writing, based on reading and composition. Particular forms to be studied may include essays, poetry, short stories, scholarly writing, newspaper articles. (LANG)

**CHIN 317. Introduction to Formal Chinese Linguistics.** 3 hr.; 3 cr. CHIN 317 and 318 may be taken in either order. An introduction to topics in formal Chinese linguistics including the syntax, semantics, phonology, morphology, and lexicon of Chinese. The language of instruction is Chinese. Readings and assignments will be in English and Chinese. (LANG)

**CHIN 318. Introduction to Applied Chinese Linguistics.** 3 hr.; 3 cr. CHIN 317 and 318 may be taken in either order. An introduction to topics in applied Chinese linguistics including sociolinguistics, dialects, stylistics, language variation and change, and history of Chinese. The language of instruction is Chinese. Readings and assignments will be in English and Chinese. (LANG)

**CHIN 320. Chinese Drama.** 3 hr.; 3 cr. Readings in representative twentieth-century Chinese plays. (LANG)

**CHIN 330. The Chinese Essay.** 3 hr.; 3 cr. Readings in contemporary prose works. Current journalistic writings may be included. (LANG)

**CHIN 340. Readings from Chinese History.** 3 hr.; 3 cr. Readings in Chinese historical texts; the selections may vary from year to year. (LANG)

**CHIN 350. VT: Chinese Fiction.** 3 hr.; 3 cr. Readings in twentieth-century Chinese novels and short stories. May be repeated three times when the topic is different. (LANG)

**CHIN 358. The Working of the Chinese Media.** 3 hr.; 3 cr. Prereq.: CHIN 204 or permission of the department. This course is for students interested in obtaining an understanding of Chinese society, culture, and politics through a study of the Chinese media. In addition to introducing students to the formal journalistic language used in Chinese newspapers, it will also explore the changing environment for the media in China, including changes in government policies on the media and the roles played by journalists. Resources will be taken from print, radio, and online sources. The language of instruction is Chinese. (LANG)

**CHIN 360. Traditional Chinese Literature.** 3 hr.; 3 cr. Readings from Chinese classical writers of prose and poetry. Selections vary each semester. The course may be taken for credit more than once if the topic is different. (LANG)

### REQUIREMENTS FOR THE MINOR IN JAPANESE (MINOR CODE JPNS-MIN)

#### Required (18 credits)

Four or five semesters of Japanese (at an appropriate level) and one or two semesters relevant to Japanese literature or culture taught in English, chosen in consultation with an advisor.

**CHIN 370. Chinese Short Story.** 3 hr.; 3 cr. Readings of classical and modern Chinese short stories. (LANG)

**CHIN 380. Seminar in Sinological Methods.** 3 hr.; 3 cr. Prereq.: CHIN 320, 330, 340, or 350, or permission of the department.

## Japanese

The Japanese language program focuses on communicative Japanese. While students are expected to learn reading and writing, much of the introductory sequence is designed to emphasize the skills of speaking, listening, and interacting with other speakers of Japanese. Elementary Japanese (JPNS 101–102) assumes no background. Students are introduced to the fundamentals of the modern language with particular emphasis on the control of basic grammatical patterns. Students use *hiragana* and *katakana* and a limited number of Chinese characters. Intermediate Japanese (JPNS 203–204) continues to develop all language skills with an increasing emphasis on reading and writing. Students are also introduced to literary Japanese. The Japanese language courses are all taught with a combination of lectures in English and conversation sections with native speakers in Japanese.

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

### THE MINOR

See the box on page 142 for the requirements for the minor in Japanese. Students who wish to take the minor should consult with the advisor for Japanese.

### COURSE PLACEMENT

Students who have no previous knowledge of the Japanese language must begin with JPNS 101. Students who have had previous training should consult with the instructor for correct placement.

The Japanese program is now coordinating its curriculum with high school Japanese programs in New York City public schools. Students who have passed the New York State Comprehensive Examination in Japanese should be able to enter directly into JPNS 203. In addition, high school seniors interested in pursuing topics in Japanese and Asian literature and culture prior to their enrollment at Queens College should contact the department.

### COURSES IN JAPANESE

**JPNS 101. Elementary Japanese I.** 4 hr.; 4 cr. An introduction to the modern language with emphasis on using spoken Japanese in context. Students learn *hiragana* and *katakana*. (LANG)

**JPNS 102. Elementary Japanese II.** 4 hr.; 4 cr. Prereq.: JPNS 101 or equivalent. A continuation of JPNS 101. Spoken exercises are increased as more of the modern language is learned. Approximately 125 Chinese characters are introduced. (LANG)

**JPNS 203. Intermediate Japanese I.** 3 hr.; 3 cr. Prereq.: JPNS 102 or equivalent. A continuation of JPNS 102 with greater emphasis on reading and writing as well as an introduction to literary Japanese. (LANG)

**JPNS 204. Intermediate Japanese II.** 3 hr.; 3 cr. Prereq.: JPNS 203 or equivalent. A continuation of JPNS 203. Students will prepare sophisticated spoken exercises and begin to read texts of intermediate difficulty. (LANG)

**JPNS 211. Classical Japanese I.** 3 hr.; 3 cr. Prereq.: JPNS 102 or permission of the instructor. An introduction to classical Japanese (*bungo*) using both a formal grammar and authentic texts. (LANG)

**JPNS 212. Classical Japanese II.** 3 hr.; 3 cr. Prereq.: JPNS 211 or permission of the instructor. A continuation of JPNS 211. An introduction to classical Japanese (*bungo*) using both a formal grammar and authentic texts. (LANG)

**JPNS 230. Japanese Popular Culture: Manga, Anime, and Japanese Society.** 3 hr.; 3 cr. Prereq.: ENGL 110 and sophomore standing. The development and cultural influence of anime which represents the post-World War II societal and psychological states of Japan and the Japanese people. The students will explore Japanese creation myths, religion, Westernization/socioeconomic changes after the Edo period, and the impact of the Pacific war through screenings of carefully selected films and a variety of readings. Lectures and students' work will be in English; films will be shown in their original language with English subtitles.

**JPNS 254. Japanese Cinema.** 3 hr.; 3 cr. Prereq.: Sophomore standing. A chronological overview of Japanese cinema, from its origins to the present. Films will be analyzed both in terms of their aesthetic attributes as well as their position in the larger historical context of their era. Films will be shown in Japanese with English subtitles. Lectures, class discussion, and work will be done in English.

**JPNS 305. Advanced Modern Japanese I.** 3 hr.; 3 cr. Students will read texts of intermediate difficulty, write essays, and perform sophisticated oral exercises in the form of speeches, skits, or other simulated situations. Emphasis is placed on idiomatic usage of the modern language. Topics will vary from semester to semester and will be determined, in part, by student goals and interests. (LANG)

**JPNS 306. Advanced Modern Japanese II.** 3 hr.; 3 cr. A continuation of JPNS 305. Topics covered will vary from semester to semester and may include readings in a broad range of modern Japanese literary and cultural materials. (LANG)

**JPNS 311. Advanced Texts I.** 3 hr.; 3 cr. Reading of selected modern texts with emphasis on expository style. (LANG)

**JPNS 312. Advanced Texts II.** 3 hr.; 3 cr. Reading of selected modern texts with emphasis on expository style. (LANG)

**JPNS 317. Introduction to Japanese Linguistics.** 3 hr., 3 cr. Prereq.: JPNS 204 or equivalent with the instructor's permission. An introduction to general linguistics in Japanese, including Japanese orthographies, phonetics, phonology, and morphology. Analysis of the Japanese language from the linguistic perspective through reading and examining original Japanese language data in order to build fundamental understanding of the linguistic concepts and enhance knowledge of the Japanese language. Readings and assignments will be in Japanese and English.

**JPNS 318. Topics in Advanced Japanese Linguistics.** 3 hr., 3 cr. Prereq.: JPNS 317 or equivalent with the instructor's permission. The second sequence of Japanese Linguistics. Students will examine a topic chosen from a Japanese linguistics area (such as morphology, syntax, psycholinguistics) in depth through original Japanese-language data, journal articles, and some fieldwork. Assignments include readings, hands-on problem solving, and analysis of raw Japanese-language data and class discussion. Readings and assignments will be in Japanese and English.

**JPNS 341. Topics in Current Japanese Social Issues.** 3 hr.; 3 cr. Prereq.: JPNS 306 and permission of the instructor. Development of speaking skills with concise grammar, sophisticated expression, and listening comprehension in modern Japanese. The





students will be exposed to current events and culture through authentic materials such as newspaper and journal articles, media and short films. The students are required to speak on those topics in a structured manner. The topics covered in this course will focus on Japanese customs, family, current events, public health, gender, and other social issues. Lectures, class discussions, and written work will be done entirely in Japanese. (LANG)

## Korean

### COURSES IN KOREAN

**KOR 101. Elementary Korean I.** 4 hr.; 4 cr. A beginner's course in Korean, with equal attention to speaking, reading, and writing. The Korean script *han'gul* will be used from the outset. For students with no previous knowledge of Korean. (LANG)

**KOR 102. Elementary Korean II.** 4 hr.; 4 cr. Prereq.: KOR 101 or equivalent. A continuation of KOR 101. (LANG)

**KOR 203. Intermediate Korean I.** 3 hr.; 3 cr. Prereq.: KOR 102 or equivalent, or permission of the instructor. An intermediate course in Korean. Reviews the fundamentals of Korean and further develops skills in speaking, reading, and writing. (LANG)

**KOR 204. Intermediate Korean II.** 3 hr.; 3 cr. Prereq.: KOR 203 or equivalent. A continuation of KOR 203. (LANG)

**KOR 301. Korean Reading and Writing in Chinese Characters I.** 3 lec. hr.; 3 cr. Prereq.: KOR 204 or equivalent, or permission of instructor. Students will develop their reading and writing skills by mastering about 250 Chinese characters and Sino-Korean words found in intermediate texts. (LANG)

### REQUIREMENTS FOR THE MINOR IN KOREAN (MINOR CODE KOREAN-MIN)

#### Required (18 credits)

Three or four semester of Korean (at an appropriate level) and two or three semesters relevant to Korean culture, history, or literature taught in English. Students must maintain an average of 2.0 in courses counted toward the minor.

**KOR 302. Korean Reading and Writing in Chinese Characters II.** 3 lec. hr.; 3 cr. Prereq.: KOR 301 or equivalent, or permission of instructor. A continuation of KOR 301. Students will further improve their reading and writing skills by mastering another 250 Chinese characters and related Sino-Korean words found in high intermediate and advanced texts. (LANG)

**KOR 305. Advanced Korean I.** 3 lec. hr.; 3 cr. Prereq.: KOR 204 or equivalent, or permission of the instructor. An advanced course in Korean. Students will develop advanced listening, speaking, reading, and writing skills. Topics and materials may include Korean culture, history, economy, politics, multimedia, newspaper articles, and magazines. (LANG, WCGI)

**KOR 306. Advanced Korean II.** 3 lec.; 3 cr. Prereq.: KOR 305 or equivalent, or permission of the instructor. A continuation of KOR 305. Students will further develop advanced listening, speaking, reading, and writing skills. Topics and materials may include Korean culture, history, economy, politics, multimedia, newspaper articles, and magazines. (LANG, WCGI)

**KOR 317. Introduction to Formal Korean Linguistics.** 3 hr.; 3 cr. A linguistic overview of the formal structure of the Korean language, whose topics include its writing system, sound pattern, and word and

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

sentence structure. It also touches upon some socio-cultural aspects (speech styles and dialects) as well as the history of the language. The language of instruction is Korean. Readings and assignments will be in English and Korean.

**KOR 318. Introduction to Applied Korean Linguistics.** 3 hr.; 3 cr. An introduction to topics in applied Korean linguistics including various theories and practical methodologies of language education and their application to Korean language teaching. Students will also gain hands-on experience in teaching Korean as a foreign language by developing lesson plans, class activities, and exams, and giving teaching demonstrations. The language of instruction is Korean. Readings and assignments will be in English and Korean.

**KOR 360. Readings in Korean.** 3 hr.; 3 cr. Prereq.: Knowledge of Korean. Study of outstanding works in Korean literature, from earliest times to the present day. Selections represent a variety of older genres, such as *hyangga*, *kayo*, *kasa*, *sijo*, *kodae*, *sosol*, and *p'ansori* (these will be read in modern Korean), as well as contemporary poetry and fiction. All coursework will be conducted in Korean. (LANG)

**KOR 370. Advanced Korean through Film.** 3 lec. hr.; 3 cr. Students will learn advanced Korean reflected in the socioculturally enriched contexts captured in modern Korean films while improving their listening comprehension skills, as well as their writing, speaking, and reading skills. Students will also learn idioms and vernacular forms not covered in language courses organized around a textbook. (LANG)

## Hebrew Language and Culture

*Coordinator & Advisor:* Oded Nir

The department offers Hebrew language instruction, advanced courses in Hebrew, and courses in English. Language instruction prepares students to understand and appreciate the literature and civilization of the Jewish people by developing skills in listening comprehension, speaking, reading, writing, and translation. For advanced students who already have a command of Hebrew, there are courses in Biblical, Rabbinic, and Modern Hebrew literature, and Israeli culture, as well as courses in Aramaic and Talmud. In many of the courses covering modern works, Hebrew is the language of the classroom as well. Courses in English cover Hebrew literature of various periods, as well as Israeli, Sephardic, and Yiddish literature and culture, with readings in translation. Students can use the advanced courses as the basis for a concentration in Hebrew (including a double-major to complement a primary field of study), as part of the concentration in Jewish Studies, or for a minor.

See the box on this page for the requirements for the major and minor in Hebrew.

### Study Abroad

Study in Israel can give the student a deeper and more extensive knowledge of the Hebrew language and its literature and culture than is normally possible in an academic setting. The department encourages study abroad, and grants varying credit toward the major and toward the degree at Queens College, depending on the nature of the course of study. A matriculated student should consult the coordinator before taking courses abroad.

### Course Placement

Students who have had less than one year of high school Hebrew normally begin with HEBRW 101; those with less than two years normally begin with HEBRW 102; those who completed the requirements for the New York

### REQUIREMENTS FOR THE MAJOR IN HEBREW (MAJOR CODE HEBRW-BA)

#### Required

30 credits beyond HEBRW 101 and 102. Students must consult the advisor for placement in the language program and to determine the distribution of credits for the major. HEBRW 203 and 204 may be applied to the Hebrew major only if students have been placed into these courses by the department. All students are required to take a minimum of 18 credits in courses in Hebrew numbered above 300. The remaining credits may include additional courses in Hebrew, courses in Arabic or Yiddish, or courses in Hebrew, Jewish, Israeli, or Mideastern literature or culture given in English. At least 12 credits must be taken at Queens College. Students must attain at least a *C* average in the courses composing their major.

### REQUIREMENTS FOR THE MINOR IN HEBREW (MINOR CODE HEBRW-MIN)

#### Required

18 credits in Hebrew beyond HEBRW 102. For details, please consult the coordinator or the chair. At least three of these courses must be taken at Queens College.

State Regents Examination in Hebrew (3 years) with a grade of at least 85 should enter HEBRW 305 or 307.

All others, including native speakers and students who attended Hebrew day schools or Yeshivot, should consult the department for correct placement.

### COURSES IN HEBREW

#### *Courses Taught in English*

**HEBRW 150. Modern Hebrew Literature in Translation.** 3 hr.; 3 cr. Readings in modern Hebrew literature in translation. The authors to be read vary from semester to semester, announced in advance. May be repeated for credit provided the content is different. (LIT)

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

**HEBRW 160. Masterpieces of Hebrew Literature in Translation.** 3 hr.; 3 cr. Readings in English translation of outstanding works in Hebrew literature from the Bible to the modern period, illustrating a variety of genres and themes.

**HEBRW 190. Variable Topics: Topics in Culture, Art, and Literature in Israel.** 3 hr.; 3 cr. Specific topics in cinema, theatre, music, literature and art will be announced in advance. Taught in English. May be repeated for credit if the topic is different.

### *Basic Language Courses*

**HEBRW 101. Elementary Hebrew I.** 4 hr.; 4 cr. A beginner's course in modern Hebrew.

**HEBRW 102. Elementary Hebrew II.** 4 hr.; 4 cr. Prereq.: HEBRW 101 or equivalent. A continuation of HEBRW 101.

**HEBRW 203. Intermediate Hebrew I.** 3 hr.; 3 cr. Prereq.: HEBRW 102 or equivalent. A continuation of HEBRW 102.

**HEBRW 204. Intermediate Hebrew II.** 3 hr.; 3 cr. Prereq.: HEBRW 203 or equivalent. A continuation of HEBRW 203.

### *Advanced Language Courses*

**HEBRW 305. Advanced Modern Hebrew.** 3 hr.; 3 cr. A study of modern Hebrew texts to improve students' command of the language. For students who have completed HEBRW 204 (or its equivalent) or for students who have attained a reading knowledge of Biblical or Rabbinic Hebrew without practice in modern Hebrew texts.

**HEBRW 307. Classical Hebrew.** 3 hr.; 3 cr. Prereq.: HEBRW 204 or equivalent. An introduction to the

Hebrew of the Bible. For students who have completed two years of college-level study (or its equivalent) or who have attained proficiency in Modern Hebrew.

**HEBRW 311. Hebrew Conversation.** 3 hr.; 3 cr. Prereq.: HEBRW 204 and permission of the instructor.† (LANG)

**HEBRW 315. Hebrew Writing Workshop: Free Writing, Poetry, and Prose.** 3 hr.; 3 cr. Students will learn various techniques for free writing (i.e., journals, blogs, etc.) and literary writing (i.e., poetry, prose, etc.) while working together in a workshop format. Instructors will include guest Israeli writers and poets. (LANG)

**HEBRW 317. Skills and Art of Translation.** 3 hr.; 3 cr. Prereq.: HEBRW 204 (or equivalent) and ENGL 120W. Discussion of the techniques and problems of translation with extensive practice in translating various texts. This course will enable the Hebrew student to understand the unique structure and idiomatic usage of Hebrew in comparison to English. May be taken by fluent speakers of either language. (LANG)

**HEBRW 361. History of the Hebrew Language.** 3 hr.; 3 cr. Prereq.: One course in Biblical literature. A detailed study of the phonology and morphology of the Hebrew language from the point of view of its historical development and its relation to other Semitic languages, especially Akkadian, Arabic, and Aramaic. (LANG)

**HEBRW 362. Hebrew Root Studies.** 3 hr.; 3 cr. Prereq.: One course in Biblical literature. (LANG)

### *Elective Courses in Hebrew Literature*

**HEBRW 321. Readings from the Torah.** 3 hr.; 3 cr. Selected readings from the Torah (the five books of Moses). May be repeated for credit once if the texts are different.

**HEBRW 325. Early Prophets and Kings.** 3 hr.; 3 cr. Selected readings from the early Major Prophets and the books of Kings. May be repeated for credit once if the texts are different, but no more than twelve credits from HEBRW 321, 325, 328, and 331 may be applied to the major or the minor.

**HEBRW 328. Later Prophets, Minor Prophets, and Megillot.** 3 hr.; 3 cr. Selected readings from the later Major Prophets, the Minor Prophets, and Megillot. May be repeated for credit once if the texts are different, but no more than twelve credits from HEBRW 321, 325, 328, and 331 may be applied to the major or the minor.

**HEBRW 331. Poetry and Wisdom Literature in the Bible.** 3 hr.; 3 cr. Poetry and wisdom literature in the Bible (Psalms, Ecclesiastes, The Songs of Solomon, and more). May be repeated for credit once if the texts are different, but no more than twelve credits from HEBRW 321, 325, 328, and 331 may be applied to the major or the minor.

**HEBRW 340. Talmudic Literature.** 3 hr.; 3 cr. A study of the content, method, and linguistic characteristics of a tractate of the Talmud. Attention is given to the historical development and characteristics of the Mishna and the Gemara.

**HEBRW 341. Midrash and Aggada.** 3 hr.; 3 cr. An introduction to the content and methods of Midrash and Aggada through a survey of selected Midrashim.

**HEBRW 345. Poetry of the Middle Ages.** 3 hr.; 3 cr. Readings in the secular and liturgical poetry of the Middle Ages, particularly of the Golden Age in Spain.

**HEBRW 346. Prose of the Medieval Ages.** 3 hr.; 3 cr. Readings in philosophy, ethics, history, and Biblical exegesis. Special attention to the works of Judah Ha-Levi, Maimonides, and Nahmanides.

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### **HEBRW 350W. Biblical Narrative and Poetry in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110.

An exploration of literary and textual questions in the Hebrew Bible, including textual history, narrative and character development, intertextuality, repetition and the retelling of stories, the relationship between law and narrative, biblical poetry. Both biblical and secondary works are read in English; no prior knowledge of the Hebrew Bible is required.

### **HEBRW 351. Modern Hebrew Drama.** 3 hr.; 3 cr.

**HEBRW 352. Modern Hebrew Literature: 1880–1947.** 3 hr.; 3 cr. Study of a theme or of a significant author or group of authors selected from Hebrew prose or poetry from the late 1800s up to the creation of the state of Israel. Course may be repeated once for credit when the topic changes.

**HEBRW 356. Modern Hebrew Literature: 1948 to the Present Day.** 3 hr.; 3 cr. Study of a theme or of a significant author or group of authors writing in Israel since 1948. Course may be repeated once for credit when the topic changes.

**HEBRW 358. The Modern Hebrew Media.** 3 hr.; 3 cr. The language of instruction is Hebrew. Students who can both read and write in Hebrew are eligible to enroll in 300-level HEBRW courses. Readings and assignments include selections from Israeli newspapers and journals; listening to Israeli radio and television; browsing the Hebrew web. Students will learn the language of Hebrew journalism, as well as the politics of Israeli media, and will work on writing, and recording or videotaping an op-ed for online publication.

**HEBRW 390. Variable Topics: Studies in Hebrew.** 3 hr.; 3 cr. Prereq.: Permission of the instructor. An advanced course in Hebrew. Topics will vary and will be announced in advance. May be taken more than once if the topic is different.

## COURSES IN ARAMAIC

**ARAMAIC 205. Aramaic for Readers of Hebrew.** 3 hr.; 3 cr. Prereq.: 2 semesters of Modern or Biblical Hebrew. An introduction to Aramaic for intermediate or advanced students of Hebrew, with a focus on the verb conjugations, declensions, and syntax of Babylonian Jewish dialect necessary for reading and decoding Aramaic texts. Short readings selected from works of Jewish legal and literary significance, including the Babylonian Talmud, the targumim, and other rabbinic works. (LANG)

**ARAMAIC 350. Structure and Argumentation of the Talmud.** 3 hr.; 3 cr. Prereq.: Aramaic 205. An introduction to the basic literary unit of the Talmud, the sugya, as a genre with its own structures, methods of argumentation, and terminology. Students will learn to analyze this argumentation, will become familiar with the basic philology, and will understand how to identify the variety of historical layers.

**ARAMAIC 370. Topics in Babylonian and Palestinian Talmuds.** 3 hr.; 3 cr. Prereq.: Aramaic 350. A capstone course with continued emphasis on methods introduced in Aramaic 350, including the principles of Talmudic argumentation and philological skills. The course will bring material together from a variety of rabbinic and pre-Rabbinic sources (Hebrew Bible, Tannaitic words, the Talmuds, midrashic collections). Students will also be introduced to basic comparative methods.

## COURSE IN BUKHARIAN

**BUKH III. Elementary Bukharian Jewish Language.** 4 hr.; 4 cr. A basic orientation in the Bukharian Jewish language designed to teach the writing system and elements of grammar, establish correct pronunciation, basic conversation, and help students deal with simple social situations. The course also serves as an introduction to the culture of the Bukhori-speaking world.



## Yiddish\*

The department no longer offers courses in Yiddish on a regular basis. For course placement or inquiries about independent study, please consult the Director of Religious Studies.

## COURSES IN YIDDISH

### *Courses Taught in English*

**YIDD 150. Introduction to Yiddish Literature.** 3 hr.; 3 cr. A survey of Yiddish literature from its beginnings in the fifteenth century to the contemporary short story, novel, essay, and poetry. Yiddish literature will be presented both within the context of world literature and as an aspect of the Jewish experience.

**YIDD 190. Topics in Yiddish Culture and Literature in Translation.** YIDD 190.1–190.3, 1–3 hr.; 1–3 cr. Specific topics will be announced in advance. Course may be taken for credit more than once if the topic is different.

\*Admission to this major is no longer being offered.

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

### *Basic Language Courses*

**YIDD 101. Elementary Yiddish I.** 4 hr.; 4 cr. For students with no previous knowledge of Yiddish; the elements of Yiddish grammar, aural comprehension, speaking, reading, and writing. The course also serves as an introduction to the culture of the Yiddish-speaking world. (LANG)

**YIDD 102. Elementary Yiddish II.** 4 hr.; 4 cr. Prereq.: YIDD 101 or equivalent. A continuation of the work in Yiddish grammar, comprehension, speaking, reading, writing, and the study of Yiddish culture. (LANG)

### *Advanced Language and Literature Course*

**YIDD 390. Studies in Yiddish Language, Literature, and Culture.** YIDD 390.1–390.3, 1–3 hr.; 1–3 cr. Prereq.: YIDD 203. Specific topics will be announced in advance. The course will be given in Yiddish. May be taken more than once if the topic is different.<sup>††</sup>

# College English as a Second Language

*Interim Director:* Marco F. Navarro

*Office:* Kiely 131, 718-997-5670

*Lecturer:* Goldhaber (English)

These courses are designed to meet the English-language needs of multilingual students who have not met the CUNY writing-proficiency milestone. Students who are admitted to the College without the writing-proficiency milestone must take and pass CESL 31 before registering for English 110 (i.e., EC1). Students should contact the CESL director about registering for and/or placement in CESL courses.

## COURSES

**CESL 21. Foundations of Writing I.** 5 hr.; 0 cr. Prereq.: Admission by placement examination or recommendation of CESL director. The student will spend one hour per week meeting with the instructor in conferences, small groups, or other formats for intensive writing instruction, review, and practice. Emphasis on descriptive and narrative forms of writing, and an introduction to expository writing. Work on grammar, writing organization, and basic writing mechanics. Fall, Spring

**CESL 25. Foundations of Reading I.** 4 hr.; 0 cr. Prereq.: Admission by placement examination or recommendation of CESL director. Emphasis on reading comprehension skills and vocabulary development. Stress on using graphic, syntactic, lexical, and rhetorical cues in understanding reading material. Includes work in the Academic Support Laboratory. Fall, Spring

**CESL 28. Communication Skills.** CESL 28.3, 3 hr.; 1 cr., CESL 28.4, 4 hr.; 1 cr. Prereq.: Admission by placement examination or recommendation of CESL director. Students will register in a 3- or 4-hour section, depending on their aural/oral fluency in English. Emphasis on listening to and comprehending academic lectures, making formal oral presentations, pronunciation, and vocabulary and idiom development. Fall, Spring

**CESL 31. Foundations of Writing II.** 5 hr.; 2 cr. Prereq.: CESL 21, or admission by placement examination, or recommendation of CESL director. The student will spend one hour per week meeting with the instructor in conferences, small groups, or other formats for intensive writing instruction, review, and practice. Emphasis on expository forms of writing. Major attention given to planning and organizing writing, and integrating grammar, rhetoric, style, and mechanics in composing an essay. Fall, Spring

**CESL 35. Foundations of Reading II.** 4 hr.; 2 cr. Prereq.: CESL 25, or admission by placement examination, or recommendation of the CESL director. Reading material from the natural sciences, social sciences, arts, and humanities. Emphasis on comprehension skills, critical thinking, and academic vocabulary study. Includes work in the Academic Support Laboratory. Fall, Spring

**CESL 50. Introduction to American Civilization.** 4 hr.; 3 cr. Prereq.: Admission by recommendation of the CESL director. The student will spend one hour per week meeting with the instructor in conferences, small groups, or other formats for intensive writing instruction, review, and practice. Examination of American political manifestos, poems, novels, autobiographies, paintings, music, and films that have shaped the character of the American people. Fall, Spring



# Comparative Literature

*Chair:* Christopher Winks

*Advisors:* Ahmed, Carroll, Khalil, Martin,  
Rupprecht, Winks

*Department Office:* Queens Hall 270C, 718-997-5690

*Professors:* Ahmed, Carroll, Khalil, Rupprecht;  
*Associate Professors:* Martin, Winks; *Department Secretary:* Hung

*Major Offered:* Comparative Literature (State Education Code 02766)

The comparative literature program of study includes courses taught by faculty from all the language and literature departments and from history, political science, urban studies, philosophy, and anthropology. It offers students the opportunity to study literary texts in their historical, social, and cultural contexts. Courses frequently include works of philosophy, history, psychology, anthropology, and the cinema. They aim to help students learn to read and write critically, with greater pleasure and understanding, and to develop greater intercultural awareness. Majors can prepare for graduate study and work in such fields as law, education, publishing, writing, and translation. Because of its interdisciplinary scope, comparative literature is also an excellent choice as one of two majors or as a minor.

Although comparative literature courses involve study of texts from many countries, all are read and taught in English.

## Department Award

The Comparative Literature Department awards the *Paul Zweig Memorial Award*, provided by the parents and friends of Paul Zweig, who taught at Queens College from 1971 to 1984; it is given to the most deserving graduate who majors in comparative literature.

## THE MAJOR

See the box on this page for the specific requirements for the major.

## REQUIREMENTS FOR THE MAJOR IN COMPARATIVE LITERATURE (MAJOR CODE CMLIT-BA)

### Concentration in Foreign Language (Concentration code (CMLIT-FLAN))

#### Required

Twelve courses totaling 36 credits, including four approved elective courses in the literature of a foreign language in the original; three approved elective courses in the literature of another language (students may offer English or American literature, or three additional courses in comparative literature beyond CMLIT 101, instead of the second foreign language); and five approved courses in comparative literature, including two chosen from CMLIT 331 through 342 and two seminars (CMLIT 381 through 384).

### Concentration in Area Studies (Concentration code CMLIT-AREA)

- 2 advanced literature courses in a language other than English;
- 2 area studies courses related to the foreign literature of the student's area of concentration, chosen with the approval of the chair;
- 3 elective courses in literature from any literature department (Classical, Middle Eastern & Asian Languages & Cultures, Comparative Literature, English, European Languages & Literatures, Hispanic Languages & Literatures)
- 5 courses in CMLIT of which 1 is a 200-level course, 2 are 300-level courses, and 2 are advanced seminars.

Majors contemplating graduate work in comparative literature must have substantial reading knowledge of one foreign language and at least a beginning knowledge of a second. One of these should be French or German.

Comparative Literature majors should consider related elective courses in such areas as English, anthropology, philosophy, and history.

## THE MINOR

See the box on this page for the specific requirements for the minor. There is no language requirement for a comparative literature minor.

## Concentration in Global Cultural Studies (Concentration code CMLIT-GLOB)

### Requirements for the Global Cultural Studies Major in Comparative Literature (36 credits, or 12 courses of 3 credits each):

- Five courses (15 credits) chosen from the following (including two of the following: CMLIT 100, 101W and 102W):  
CMLIT 100, 101W, 102W, 200, 202, 208, 209, 212, 215W, 220, 221, 225, 228, 229W, 230, 231, 240, 241, 242, 243, 244, 331, 335, 336, 340, 341, 342.
- One course (3 credits) chosen from 381W-383W:  
The Advanced Seminar
- Two courses (6 credits) from any of the other literature departments (including English, CMAL, ELL, and HLL)
- Four courses (12 credits) in the area of the student's concentration from among the following:  
Comparative Literature 201, 371; History 329, 332, 339, 345; Philosophy 123, 222, 223, 260; Political Science 232, 251, 286; Urban Studies 206, 326 and Comparative Literature 390.3:  
Three-credit internship for an organization dedicated to human rights such as the United Nations, Amnesty International, NGO on the Status of Women in New York (devoted to helping immigrant women), International League for Human Rights, Human Rights Project at the Urban Justice Center, Human Rights Watch, Make the Road New York, New York Civil Liberties Union, Independent Commission on Public Education.

## REQUIREMENTS FOR THE MINOR IN COMPARATIVE LITERATURE (MINOR CODE CMLIT-MIN)

Five elective courses in comparative literature, totaling 15 credits. These must include at least one chosen from CMLIT 331 through 342, and one seminar (CMLIT 381 through 384). CMLIT 101W and 102W will not count toward the minor.

## COURSE OFFERINGS

Comparative literature courses fall into three groups: general literature, genre and criticism, and advanced seminars.

## COMPARATIVE LITERATURE

**General Literature:** CMLIT 101 through 204 are introductory courses that present some of the major works forming a common reference for Western literary traditions. Priority in registration will be given to freshmen.

CMLIT 211 through 231 represent a broad effort to stimulate the crossing of cultural frontiers. Courses are given in English, and all readings are done in English translation, although students who can read foreign literatures in the original are encouraged to do so. These courses provide basic preparatory work for comparative literature majors; broadening for literature and language majors and other majors in the arts; and cross-disciplinary and cross-cultural exploration for students in the social and natural sciences.

**Genre and Criticism:** CMLIT 331 to 341 are intended for more advanced work in comparative literature for all students.

**Advanced Seminars:** CMLIT 381 to 384. Topics will vary from semester to semester. Open to qualified students in other areas as well as to comparative literature majors and minors.

## COURSES

**CMLIT 100. Writing about World Literature.** 3 lec.; 3 rec.; 3 cr. Prereq.: ENGL 110. Students study three literary works from different geographical areas and time periods; and one theoretical essay. The focus is on writing assignments ranging from informal to graded, and including creative writing. The course culminates in a formal research paper produced in stages. Students learn how to perform close readings; and to contextualize these through literary criticism and historical research. They compile working bibliographies; and they develop their own original theses. (EC2)

**CMLIT 101, 101W. Global Literatures I.** 3 hr.; 3 cr. Prereq.: ENGL 110. Major works of world literature, both oral and written, from ancient times to the Renaissance. Readings may include works from

among the following: the Epic of Gilgamesh, the Bible, the Qur'an, the Bhagavad Gita, Ancient Egyptian texts, African creation myths, the Popol Vuh, Plato, Greek tragedy, Laozi, Ibn Arabi, Lady Murasaki, and Dante. (WCGI, LIT) Fall, Spring

**CMLIT 102, 102W. Global Literatures II.** 3 hr.; 3 cr. Prereq.: ENGL 110. Major works of literature from around the world, spanning the early modern period to the present day. Readings may include works from among the following authors: Rabelais, Shakespeare, Sor Juana Inés de la Cruz, Basho (LIT) Fall, Spring

**CMLIT 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**CMLIT 200. Introduction to Comparative Literature.** 3 hr., 3 cr. Prereq.: Any 100-level course in literature. Comparative literature as a discipline has moved beyond its strictly philological origins and now encompasses a range of areas of inquiry from postcolonialism to cultural, cinema, and performance studies. This course's primary goal is to explore the various ways in which "literature" has been constructed as a field, within an explicitly transnational context. Through a combination of theoretical texts and literary works, the course will explore a wide range of approaches to reading and interpretation.

**CMLIT 201. Literature and Human Rights.** 3 hr.; 3 cr. Exploration of the origins of the concept of human rights in the form of a variety of primary and secondary sources. While the main task of the course will be reading and discussing these documents, students will also have the opportunity to explore a contemporary

human rights issue in the form of a research paper. Topics include (but are not limited to) sexual rights, the rights of children, labor rights, the rights of immigrants, and/or the right to free expression, and can be explored in a national or global setting.

**CMLIT 203. The European Novel.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Some major European novels of the nineteenth and twentieth centuries; attention to the problems of the novel as a literary form during this period. Fall, Spring

**CMLIT 204. Modern Drama.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Selected plays from the late nineteenth century to the present. The thematic focus of this course and the texts studied vary each semester. Students may take this course twice for credit, if the works studied are different.

**CMLIT 205. Modern Poetry.** 3 hr.; 3 cr. Prereq.: Sophomore standing and ENGL 120 or 165W. Intensive readings in nineteenth- and twentieth-century lyric poetry of Europe and the Americas, with attention to one or more kinds of poetry (e.g., romantic, symbolist, surrealist) and interpretive approaches. The authors and texts studied vary each semester. Students may take the course twice for credit, if the works studied are different. (CE)

**CMLIT 206. Literature and Conflict.** 3 hr.; 3 cr. Prereq.: ENGL 110. The diverse literature (poetry, drama, essays, memoirs, novels) emerging from armed conflicts of all types and intensities (revolutions, civil wars, colonial wars, wars of conquest, global wars beyond established borders), from a global comparative perspective. Particular emphasis will be placed on modern conflicts, but works such as the *Iliad* and *The Song of Roland* may also be included. Strategies of conflict resolution will form an important component of class discussion and investigation. (WCGI)



## COMPARATIVE LITERATURE

**CMLIT 207. Our America: Literatures of a Continent.** 3 lec.; 3 cr. Prereq.: ENGL 110. Exploration of representative literary creations spanning the entire American continent, under the premise that “America” is more than the United States. It seeks to create a comparative inter-American space where historical and cultural interplays, encounters, convergences, and divergences may be discussed and explored. The course may include, among other authors, José Martí, Mark Twain, Roberto Bolaño, Machado de Assis, William Faulkner, Juan Rulfo, Clarice Lispector, Pablo Neruda, Octavio Paz, Zora Neale Hurston, and Margaret Atwood.

**CMLIT 208. Literature and Society in North Africa and the Middle East.** 3 lec.; 3 cr. Prereq.: ENGL 110. The literatures and societies of the Middle East and North Africa, with particular emphasis on the ethnic, linguistic, and religious diversity of the region. Some of the course will be dedicated to current events and theoretical writings about the region as a whole. (WCGI)

**CMLIT 208. Prison Experiences in Modern Literature.** 3 hr., 3 cr. Beginning with a classic 19th-century narrative of slavery we will read accounts of the concentration camp and the Soviet Gulag, plays by a convicted felon, poems and a memoir by political prisoners, a novel about the friendship between a political prisoner and a sex offender sharing a cell in an Argentine prison, and a sobering collaborative memoir by an acclaimed African-American writer and his brother serving a life sentence for robbery and murder. Throughout the course, we will be looking at the various discrepancies between what prisons claim to do and what they actually do.

**CMLIT 209. Slavery and Freedom.** 3 lec.; 3 cr. Prereq.: ENGL 110. Exploration of the complex interrelationships between chattel slavery and concepts and practices of freedom in the Americas, utilizing historical, autobiographical, and literary texts from North America, the Caribbean, and Brazil.

**CMLIT 210. The Early Modern Atlantic World.** 3 lec.; 3 cr. Prereq.: ENGL 110. Focusing on a comparison of early modern texts representing the encounter between Europeans and native Americans from a variety of perspectives (Spanish, Nahuatl, French, English) and a variety of genres (letters, history, ethnography, poetry, drama), we will examine the convergence of hitherto separated cultures in a key region of the emerging global world: the Atlantic. Such world-shaping movements as European exploration, colonization, religious conversion, and criticism of these movements, as well as the destruction, resistance, preservation, and cultural change of indigenous inhabitants and their cultures will be examined. All texts will be read in translation. (WCGI)

### *General Literature*

**CMLIT 211. Medieval Literature, 1100 to 1500.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Major European texts in a variety of forms and genres, studied in their historical, social, intellectual, and religious contexts. The thematic focus and texts studied vary each semester. Students may take this course twice for credit, if the works studied are different.

**CMLIT 212. The Literature of the Renaissance.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Major European texts in a variety of forms and genres, studied in their historical, social, intellectual, and religious contexts. The thematic focus of this course and the texts studied vary each semester. Students may take this course twice for credit, if the works studied are different.

**CMLIT 213. The Enlightenment.** 3 hr.; 3 cr. Prereq.: Sophomore standing. A comparative study of outstanding figures in the literature and philosophy of the seventeenth and eighteenth centuries, including such writers as Voltaire, Diderot, Rousseau, Vico, Hume, Gibbon, and Lessing.††

**CMLIT 214. Romanticism.** 3 hr.; 3 cr. Prereq.: Sophomore standing. A study of the cultural revolution that took place throughout Europe during the early nineteenth century, setting a dominant pattern in the literature and culture for the nineteenth and much of the twentieth century.††

**CMLIT 215, 215W. Topics in Modern Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. This course will examine selected topics in modern literature and their relationship to nineteenth- and twentieth-century models of thought, society, and culture. We will consider, for instance, the influence of the naturalist Buffon on Balzac, of experimental medicine on Zola, of the philosopher Bergson on Proust, of technology on H.G. Wells, of physics on Pynchon, and of Freud on Kafka. (CE)

**CMLIT 216. VT: Literature and Music.** 3 lec.; 3 cr. Prereq.: ENGL 110. The dynamic interrelationships and interplay of music and literature in a diversity of cultural contexts. Specific areas to be explored may include Western art song, opera, blues and jazz music and poetry, music and literature of the Caribbean and/or Latin America, music in/and the novel, and the music and literature of movements for social change.

**CMLIT 217. Great Authors in Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Will focus on a number of important figures in Western literature ranging from Dante to Beckett. Authors to be read will vary from semester to semester, and emphasis will be on reading fewer authors in depth.††

**CMLIT 218. Russia and the West.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Major nineteenth- and twentieth-century works illustrating the crosscurrents between Russian and Western literature. The thematic focus and texts studied vary each semester. Students may repeat this course twice for credit if the works studied are different.

## COMPARATIVE LITERATURE

**CMLIT 220W. East Asian Literature I.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Introduction to representative works of traditional Chinese and Japanese literature, from ancient times through the Yuan dynasty in China and from ancient times through the medieval period in Japan. No knowledge of Chinese or Japanese is necessary.

**CMLIT 221W. East Asian Literature II.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Introduction to representative works of Chinese and Japanese literature from the Sung dynasty through the twentieth century in China and from the Tokugawa period through the twentieth century in Japan. No knowledge of Chinese or Japanese is necessary.

**CMLIT 225. Literature and Anthropology.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Literary representations in relation to anthropological theories, methods, and subject matter. The thematic focus and texts studied vary each semester. Students may repeat this course more than once if the topic and works studied are different. (WCGI)

**CMLIT 228. Themes in Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. A topical course, depending on interests of the instructor. It may examine such problems as literary expression; the relation of literature to other arts, history, and philosophy; or the expression of a cultural theme in different national literatures.††

**CMLIT 229, 229W. Women in Modern World Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. The representation of women in literary texts by female and male writers, with attention to the relationship between women's social and cultural status and their image in literature. The thematic focus of this course (e.g., Women and War; Women in Non-Western Literature) and the works studied vary each semester. Students may repeat this course more than once if the topic and works studied are different. (WCGI)

**CMLIT 230. African Literatures.** 3 hr.; 3 cr. Prereq.: Sophomore standing or permission of the instructor. Study of canonical and non-canonical texts, from a variety of African cultures, in their social, political, and historical contexts, with particular attention to genres, themes, and styles. (WCGI)

**CMLIT 231. African Literatures in a World Context.** 3 hr.; 3 cr. Prereq.: Sophomore standing or permission of the instructor. Comparative study of texts in a variety of forms and genres from African, Asian, European, and American cultures, with an emphasis on how historical, political, and social factors affect literary representations. (WCGI)

**CMLIT 240. Representation, Photography, and Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Comparison of photography and other visual arts to fiction, poetry, essay, and other forms of writing in order to raise questions about how stories are told by the visual arts and by literature, and how believability is established by these different arts. The course considers what readers and viewers expect from these different art forms and how, at times, visual and verbal arts are linked together in support of one another and, at others, kept separate or even in opposition.

**CMLIT 241. Literature and the Movies.** 3 or 4 hr.; 3 cr. Prereq.: Sophomore standing. A study of the ways in which literature and the movies have strongly influenced each other. The course will investigate problems arising from the relations and conflicts between these two different media.†

**CMLIT 242. Francophone Literature in a World Context.** 3 hr.; 3 cr. A survey of Francophone literature and some central historical and theoretical questions that have arisen in relation to this literature. A selection of novels and short stories will be studied from Francophone areas such as the Caribbean, West Africa, and North Africa. Emphasis will be on the cultural references and contexts of the French-speaking

population in each country or region and the use of the French language for writing literary texts. French language texts will be compared with indigenous language texts in each context. Texts will be read in English translation. Students with reading knowledge of French may read the texts in the original. (WCGI)

**CMLIT 243. Postcolonial Literatures.** 3 hr.; 3 cr. Prereq.: One course in comparative literature. Literatures of nations and/or regions since their independence from colonial rule. The country or region of focus varies according to the instructor. This course deals with national literatures in their national language(s) and languages and/or literatures of former colonial countries. When possible, these literatures will be read in the original languages in which they were written, and when necessary they will be read in English translation.

**CMLIT 244. Psychoanalysis as Cultural and Literary Criticism.** 3 hr.; 3 cr. Prereq.: Sophomore standing and at least one literature course. An interdisciplinary introduction to some of the major historical and current concepts in psychoanalytic theory—e.g., the Oedipus complex, paranoia, projective identification—in conjunction with literary texts that may range from Greek tragedy to postmodern psychological fiction and drama, depending on the interest of the instructor. Students are asked to critically engage with the discipline of psychoanalysis by testing the validity and/or applicability of its concepts vis-à-vis their own interpretations and analyses of literary texts. Theoretical discussions focus on psychoanalysis as a method of cultural criticism and will consider related discourses, such as gender and postcolonial studies.

**CMLIT 245. Cinema of North Africa and the Middle East.** 3 hr.; 3 cr. Exploration of filmmaking in North Africa. How has film represented the status, debates, and stakes of human rights in North Africa? Film made before and since the Arab Spring will serve as material to discuss freedom of assembly, speech, and artistic expression in North Africa. We will consider the

## COMPARATIVE LITERATURE

conditions of film production from technical, political, and social perspectives, and how low-budget and often state-run cinema production differs from Hollywood cinema. Considerations of the social and political context of film production remain important given the limits imposed by government and social censorship and lack of funding. We will discuss the thematic content of the films and how Western viewers respond to the issues raised in the films. In what way do we view films through human rights discourses?

### **Genre and Criticism**

**CMLIT 331. Literary Criticism.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. The history and problems of literary criticism from Plato to the present, with special emphasis on continental criticism. Not open to students who received credit for ENGL 382.††

**CMLIT 333. Tragedy.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. Major tragic texts from various cultures and ages, with some attention to theories of tragedy. Students may take this course twice for credit if the works studied are different.

**CMLIT 334, 334W. Mythology and Heroic Literature.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. Major heroic epics, with some attention to questions of genre. The texts in this course may vary each semester. Students may take the course twice for credit if the works studied are different.

**CMLIT 335. Problems in Drama.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. An intensive study of the works of one or more important dramatic authors. The author(s) and texts vary each semester. Students may take this course twice for credit if the authors and works studied are different.

**CMLIT 336. Forms of Fiction.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. The novel, novella, short story, and other forms of prose fiction, with special emphasis on questions and problems of genre. The texts studied vary each semester. Students may take this course twice for credit if the works studied are different.

**CMLIT 337. Archetypes.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. Various recurrent themes, myths, and forms in literature, such as Don Juan, Orpheus, Faust; the quest, romance, pastoral. The texts studied in this course vary each semester. Students may take this course more than once for credit if the topic is different.

**CMLIT 338. Masterpieces of the Western Tradition.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. Aims to provide a general overview of Western literature to students who have already studied some of it, and who would like to have an upper-level general course in literature. Works will range from *Gilgamesh* to the present.††

**CMLIT 340. Literature and History.** 3 hr.; 3 cr. Prereq.: One elective course in comparative literature or another literature department. The study of literature as history and history as literature. Students will learn how to read literary texts in relation to other forms of discourse within a given historical context, how to contextualize a text through historical research, and how to analyze the rhetoric of history.

**CMLIT 341. Life Writing.** 3 hr.; 3 cr. Prereq.: One elective course in comparative literature or another literature department. A consideration of various forms of life writing—including autobiography, memoirs, diaries, journals, and testimonials—and the people who write them.

**CMLIT 342. Translation Theory and Practice.** 3 hr.; 3 cr. Prereq.: One elective course in comparative literature or another literature department. Knowledge of a foreign language. Introduction to the possibilities of creating new meaning in another language. Students are asked to read and discuss theoretical essays on translation, and to produce their own translations of fiction or poetry into English, through stages from literal to finish. The course focuses on what is lost and gained in translation, and on how to recognize and work with cultural and linguistic differences.

**CMLIT 371. Capstone Seminar in Human Rights.** 3 hr.; 3 cr. This seminar will investigate the efficacy of human rights discourse by studying theory in combination with case studies as exemplified in both history and literature. Students will focus on how human rights theory inherited from Enlightenment philosophy comes into conflict with local crises caused by forcing universal systems of human rights. Throughout we will be concerned with the need to study the specifics of culture in relation to human rights and the progressive potential of humanistic study.

### **Advanced Seminars**

**CMLIT 381, 381W, 382, 382W, 383, 383W, 384, 384W. Advanced Seminars.** 3 hr.; 3 cr. Prereq.: Three elective courses in literature, reading knowledge of one foreign language, junior or senior standing, or permission of the department. Exploration of important themes in literature, literary history, and criticism. Subject matter varies from semester to semester according to the interests and needs of students and teaching staff. Nonmajors also admitted. Fall, Spring

# Computer Science

*Chair:* Zhigang Xiang

*Assistant Chair for Undergraduate Programs:*  
Kenneth Lord

*Department Office:* Science Building A202, 718-997-3500

*Professors:* Boklan, Brown, Goldberg, Kong, Phillips, Ryba, Sy, Vickery, Waxman; *Associate Professors:* Goswami, Obrenić, Tsai, Xiang, Yuan; *Assistant Professors:* Rozovskaya, Yukawa; *Lecturers:* Fluture, Lord, Svadlenka, Svitak; *Department Secretaries:* Cruz, Kefaliakos; *System and Network Staff:* Chen, Huang

*Majors Offered:* Computer Science (BS: State Education Code 93111; BA: State Education Code 02706)

Computers are used with increasing frequency as important tools for activity and research in engineering, the natural and social sciences, and the arts. Computers are involved in every aspect of life in our society; even people who have no direct need to use a computer have to deal with data produced or processed by computers or to make decisions based on such data.

In the undergraduate division, the department offers courses and facilities for a major in computer science leading to the BA or BS degree. A major has the necessary preparation for graduate work in the field and for employment in programming, systems analysis, and other computer-related professions. The department has enjoyed continuous and unsolicited requests from industry and government agencies for its majors.

In the graduate division, the department offers the MA degree and, in collaboration with other senior CUNY colleges, the PhD in computer science. (For further details, go to [www.cs.qc.cuny.edu](http://www.cs.qc.cuny.edu).)

The minor in Computer Information Technology provides students with a background to use the computer as a tool for typical modern-day applications.

For those who just want to learn some useful computing skills, CSCI 12 provides an understanding of how problems are formulated for solution by a personal

computer using popular software packages. CSCI 111 teaches introductory programming for students who have never used a computer, and serves as a first course for students considering a major or minor in computer science.

## Transfer Students

The normal first course in the major is CSCI 111 (prereq. or coreq.: MATH 120 or 151 or equivalent). Transfer students should consult with a department advisor before registering.

## Department Awards

The Computer Science Department offers the following awards to outstanding students who have been recommended by the department's Honors and Awards Committee: the *Philip Drummond Memorial Award*, given for excellent academic achievement; the *Jacob Rootenberg Fellowship Award*; the *Robert Spector Memorial Award*, given for high academic skills and service to other students; and the *Department Service Award*, given for outstanding service to the department.

## THE MAJORS AND MINORS

The department offers concentrations leading to either the Bachelor of Arts or Bachelor of Science degree. The BS augments the BA with more computer science, mathematics, and experimental laboratory courses. In collaboration with the Accounting and Economics Departments, the Computer Science Department offers a minor in Financial Modeling that is designed to provide students majoring in Computer Science (BA or BS degree) or Finance (BBA degree) with the necessary interdisciplinary skills for a career in the financial services industry.

The Computer Science Department and the Linguistics and Communication Disorders Department jointly offer a minor in Computational Linguistics that is designed to provide students majoring in Computer Science (BA or BS degree) or General Linguistics with the necessary interdisciplinary skills for a career in

research, application, and technology development of computerized natural language processing.

## Residency Requirements

Students must complete at least half the courses for the majors and minors and at least half the required computer science courses for the majors and minors at Queens College. See the box on the next page for the specific requirements for majors and minors.

## Minimum Grade Requirements

All computer science courses required for the major or minor must be completed with a minimum grade of *C*. All other courses required for the major or minor must be completed with a minimum grade of *C-*. A required course may not serve as a prerequisite until it has been passed with an appropriate minimum grade or better.

## BA/MA Program

The department offers an accelerated BA/MA program. Interested students should either contact the department or go to [www.cs.qc.cuny.edu](http://www.cs.qc.cuny.edu) for complete details.

## Department Honors

Department honors are awarded to majors of outstanding academic performance who also complete at least 3 credits in CSCI 390, 391, or 393; have a computer science major GPA of 3.67; and have an overall GPA of 3.2.

## COURSES

**CSCI 12. Introduction to Computers and Computation.** 2 lec., 2 lab. hr.; 3 cr. Concepts of thinking computationally and the technical tools to function effectively in the digitally connected world. Hands-on introduction to computers, computation, the Internet, and the basics of computer hardware and software. Students will have experience during the instructed computer lab with a number of software environments including an operating system, a word processor, a presentation tool, a spreadsheet, and a

## COMPUTER SCIENCE

### REQUIREMENTS FOR THE MAJORS IN COMPUTER SCIENCE

#### BACHELOR OF ARTS DEGREE (MAJOR CODE CSCI-BA)

##### Core Requirements

CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343, 355, and 370.

##### Elective Requirements

6 credits of computer science courses numbered CSCI 300–396. One course from the following list may be used unless it has been applied toward fulfillment of the math requirements for the major: BIOL 330; MATH 202, 223, 224, 232, 237, 242, 245, 247, 248, 317, 333, 337, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

No more than 3 credits of CSCI 390 through 395 may be used as part of the major without the approval of the department's Honors and Awards Committee.

##### Math Requirements

MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 241 or 611 or 621; MATH 231 or 237.

#### BACHELOR OF SCIENCE DEGREE (MAJOR CODE CSCI-BS)

**Core Requirements:** CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343, 355 and 370.

**Elective Requirements:** 18 credits of computer science courses numbered CSCI 300–396. One course from the following list may be used unless it has been applied towards the fulfillment of the math or science requirements for the major: BIOL 330; MATH 202, 223, 224, 232, 242, 245, 247, 248, 317, 333, 337, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

No more than 3 credits of CSCI 390 through 395 may be used as part of the major without the approval of the Honors and Awards Committee.

**Math Requirements:** MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 231 or 237; 241 or 611 or 621.

### REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE (MINOR CODE CSCI-MIN)

The minor in computer science consists of the following courses:

**Core Requirements:** CSCI 111 (unless exempt), CSCI 211, 212, 220, 240, and 313.

**Elective Requirements:** One additional 3-credit course from the Core or Elective Requirements listed under the BA and BS degrees above.

**Math Requirements:** MATH 120 and either MATH 141, 151, or equivalent.

### REQUIREMENTS FOR THE MINOR IN COMPUTER INFORMATION TECHNOLOGY (MINOR CODE CIT-MIN)

CSCI 12, 80, 111, and four additional 3-credit courses numbered CSCI 81–199; MATH 120 or 141 or 151.

### REQUIREMENTS FOR THE MINOR IN COMPUTATIONAL LINGUISTICS (MINOR CODE CSCICL-MIN)

*Computer Science majors (18 cr.):* LCD 101, 116, 120, 150, 220 or 250, and a 300-level CSCI elective in an area of natural language processing (which may count as an elective for the CS major).

*General Linguistics majors (18 cr.):* CSCI 111, 120, 212, 314, a 300-level CSCI elective in an area of natural language processing, and a course in probability and statistics (either MATH 114 or MATH 241). If students have the appropriate prerequisites, they are encouraged to take MATH 241 because it provides a stronger foundation for their further study or research in computational linguistics beyond the courses in this minor.

*Other majors (33 cr.):* Students in any other major have to complete both lists of required courses.

The minimum grade in any required course is C–; the minimum combined grade-point average for courses in the minor is 2.7 (B–). At least half the required course credits must be completed at Queens College.

### REQUIREMENTS FOR THE MINOR IN FINANCIAL MODELING (MINOR CODE FINMDL-MIN)

*CS majors:* ACCT 123; BUS 105, 241, 350 (prereq: ECON 249 or MATH 241), 352, 353 and 384 (or ECON 382); ECON 102, 382 (or BUS 384) and 386; CSCI 48 or 88, and 365 (the latter also counts as an elective for the CS major). BA students must also complete Math 231 (which may count as an elective for the CS major if no other non-CS course is used to satisfy the elective requirements).

*Finance majors:* CSCI 48 or 88, 111, 120, 212, 314, 331, and 365; MATH 231; BUS 386 (also counts as an elective for the Finance major).

*Other majors:* Students in any other major have to complete both lists of required courses.

The minimum grade in any required course is C–; the minimum combined grade-point average for courses in the minor is 2.7 (B–). At least half the required course credits must be completed at Queens College.

## COMPUTER SCIENCE

database system. The course will focus on problem solving and programming within the context of a wide range of applications, and prepare students for further study in a variety of majors and minors. In addition, students will acquire the skills needed to learn other similar tools on their own. Not open for credit to students who have taken CSCI 18. (MQR)

**CSCI 48. Spreadsheet Programming.** 2 hr. lec., 2 lab. hr.; 3 cr. Prereq.: One Math course numbered 110 or higher. In-depth introduction to spreadsheets as a tool for organizing, processing, and analyzing numerical information in such areas as business, finance, engineering, natural and social sciences. Topics include basic cell operations, text manipulation, formulas, functions, arrays, circular references, charting techniques, pivot tables, conditional formatting, and VBA programming. (MQR)

**CSCI 66. Computer Applications for Prospective Mathematics Teachers.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: Admission to the TIME 2000 program. Hands-on introduction to computing geared toward aiding mathematics teachers both administratively and academically. Computer terminology, computer math, operating systems, web page creation, Internet research, word processing, spreadsheets, database management, mathematics software, computer programming and networking are all part of the experience. Strengthening problem-solving/programming skills and preparing pupils to cope with changing computer environments are major goals.

**CSCI 80. Problem Solving with Computers.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: CSCI 12. An introduction to computer science through problem-solving, focusing on the methodology of problem solving rather than specific hardware or software tools. Students will learn how to select and use specific software tools advantageously. Lab exercises will exemplify the problem-solving methodology.

**CSCI 81. Introduction to Web Programming.** 3 hr.; 3 cr. Prereq.: CSCI 80. Technical aspects of website development. Browser and server roles in processing web requests; markup languages for page content, including text, hypertext, images, lists, and forms; style sheets for page appearance, including the box model, colors, fonts, and positioning; client-side scripting for form checking and dynamic page effects; introduction to server-side scripting; the Document Object Model. Assignments using commercial and open source software tools available in the department's laboratory facilities.

**CSCI 82. Multimedia Fundamentals and Applications.** 3 hr.; 3 cr. Prereq.: CSCI 80. A comprehensive introduction to the fundamental concepts, techniques, and tools that underlie the use of multimedia in scientific and business applications. Major topics include the principles of image, sound, and video synthesis; software and industry standards; and typical applications.

**CSCI 84. Models of Computation.** 3 hr.; 3 cr. Prereq.: MATH 122. This course is intended to develop the ability to solve problems using differing models of computation. It will develop reasoning ability by creating a computing environment with very few rules which will then be used to develop algorithms within the scope of the model of computation. These environments will be models of actual computing environments. The nature of what an algorithm is will be developed.

**CSCI 85. Database Application Programming.** 3 hr.; 3 cr. Prereq.: CSCI 80. A continuation of CSCI 80. Students will learn to program databases using SQL. Microsoft Access integrated with Visual Basic. In addition, object-oriented database programming such as Oracle and Jasmine will be covered.

**CSCI 86. Science, Computing Tools, and Instrumentation.** 4 hr.; 3 cr. Prereq.: MATH 122. Science and society; principles for scientific exploration; scientific visualization and mathematical analysis: concepts

and techniques; computing tools for visualization and computational analysis; Internet tools for science exploration; concept of integrated computing environment for scientific study and collaboration; PC-instrumentation. Applications to social science, biochemistry, psychology, physical, chemical, and earth science.

**CSCI 87. Introduction to Scientific Computing.** 2 lec.; 2 lab.; 3 cr. Prereq.: CSCI 12. Concepts and principles of algorithmic problem-solving. Fundamental skills to program and use computational tools (such as MATLAB) for modeling, numerical simulation, data analysis, and visualization with applications in engineering, mathematics, medicine, natural and social sciences.

**CSCI 88. Advanced Productivity Tools for Business.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: CSCI 12 or equivalent. Advanced training to extend the students' knowledge of widely used office productivity enhancement tools to the "expert level" in such areas as word processing, spreadsheet, database, presentation graphics, and electronic messaging. For each of the software packages the course covers: formatting data and content, organizing and analyzing content, formatting documents, collaboration tools, and customization via menus, macros, and specialized settings. Projects are taken from business as well as scientific applications. Students who master the material in this course should be able to pass industry standard examinations for advanced certification, such as Microsoft Certified Office Specialist.

**CSCI 90. Topics in Computing.** 3 hr.; 3 cr.; CSCI 90.1, 1 hr.; 1 cr.; CSCI 90.2, 2 hr.; 2 cr. Topics in computer programming and applications at a level appropriate for students who are not majoring in computer science. Topics and prerequisites will be announced at registration time. The course may be repeated for credit providing the topic is different, and may not be applied toward the major in computer science.



**CSCI 100. Information and Intelligence.** 3 hr; 3 cr. Prereq.: None. How information measurement, encoding, and transmission relate to the design of artificial intelligence agents such as search engines, robots, and programs that mimic human intelligence. Models of human and artificial intelligence; relations among information, meaning, and data; diagnostic and causal reasoning in the presence of uncertainty. Readings from the literature of information theory and artificial intelligence; writing assignments, completion of a project to design and/or construct an information-driven intelligent agent. (SW)

**CSCI 111. Introduction to Algorithmic Problem-Solving.** 2 lec., 2 lab. hr.; 3 cr. Prereq. or coreq.: MATH 120 or 151 or equivalent. Introduction to the principles of algorithmic analysis and computational implementation. Topics include implementation methodologies, including choice and use of data types, objects, classes, and methods; control structures; basic data structures including arrays; procedures and functions; parameters and arguments; scope and lifetime of variables; input and output; written documentation describing algorithms and identification and correction of algorithmic implementations. (MQR)

**CSCI 112. Introduction to Algorithmic Problem-Solving in Java.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: MATH 151 or equivalent, and open only to students in the TIME 2000 program (consult the Department of Secondary Education for details). Introduction to the principles and practice of programming. Topics include primitive data types; concepts of object, class, and method; control structures; arrays; procedures and functions; parameter passing; scope and lifetime of variables; input and output; documentation. (MQR)

**CSCI 120. Discrete Mathematics for Cross-disciplinary Minors.** 3 hr.; 3 cr. Prereq.: MATH 122 or equivalent. Induction. Counting in finite sets; Binomial Theorem. Asymptotic order of

functions; exponential, polynomial, and logarithmic relationships. Algorithm as a functional input-output map; specification, elementary analysis of running time. Recursion in functions, algorithms, and trees. Recurrences in modeling and algorithm analysis; linear recurrences; Master Theorem. All topics will center around appropriate problem-solving exercises. Not open to CSCI majors and minors.

**CSCI 211. Object-Oriented Programming in C++.** 2 lec., 2 lab hr.; 3 cr. Prereq.: CSCI 111. Object-oriented algorithmic problem solving in C++, with attention to general as well as language-specific issues including pointer and pointer arithmetic; linked lists; memory management; recursion; operator overloading; inheritance and polymorphism; stream and file I/O; exception handling; templates and STL; applications of simple data structures; testing and debugging techniques. (MQR)

**CSCI 212. Object-Oriented Programming in Java.** 2 lec., 2 lab hr.; 3 cr. Prereq.: CSCI 111. Object-oriented algorithmic problem solving in Java, with attention to general as well as language-specific issues including applications; event-driven programming; elements of graphical user interfaces (GUIs); linked lists; recursion; inheritance and polymorphism; file I/O; exception handling; packages; applications of simple data structures; applets; concept of multithreading; testing and debugging. (MQR)

**CSCI 220. Discrete Structures.** 3 lec. hr.; 3 cr. Prereq.: MATH 120 and 151 or 141; CSCI 111. Algorithms, recursion, recurrences, asymptotics, relations, graphs and trees, applications.

**CSCI 240. Computer Organization and Assembly Language.** 3 hr.; 3 cr. Prereq.: CSCI 111. Principles of computer design and implementation. Instruction set architecture and register-transfer level execution; storage formats; binary data encoding; bus structures; assembly language programming.

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**CSCI 313. Data Structures.** 3 hr.; 3 cr. Prereq.: CSCI 211, 212, and 220. Fundamental data structures and their implementations: stacks, queues, trees (binary and AVL), heaps, graphs, hash tables. Searching and sorting algorithms. Runtime analysis. Examples of problem solving using greedy algorithm, divide-and-conquer, and backtracking.

**CSCI 314. Data Structures for Cross-Disciplinary Minors.** 3 hr.; 3 cr. Prereq.: CSCI 120 and CSCI 212. Open only to students enrolled in a cross-disciplinary minor sponsored by the Computer Science Department. Fundamental data structures and their implementations: stacks, queues, trees (binary and AVL), heaps, graphs, hash tables. Searching and sorting algorithms. Runtime analysis. Examples of problem solving using greedy algorithm, divide-and-conquer, and backtracking.

**CSCI 316. Principles of Programming Languages.** 3 hr.; 3 cr. Prereq.: CSCI 320 and 313. Principles and implementation of programming languages. Topics include: the procedural, object-oriented, functional, and logic programming paradigms; syntax (BNF, expression grammars, operator precedence and associativity); variables (scope, storage bindings, and lifetime); data types; control structures; function call and return (activation records and parameter passing); formal semantics. Programming assignments.

**CSCI 317. Compilers.** 3 hr.; 3 cr. Prereq.: CSCI 316. Formal definitions of programming languages: introduction to compiler construction including lexical, syntactic, and semantic analysis, code generation, and optimization. Students will implement portions of a compiler for some structured language.

**CSCI 320. Theory of Computation.** 3 hr.; 3 cr. Prereq.: CSCI 111 and 220. Finite state machines, regular languages, regular expressions, grammars, context-free languages, pushdown automata, Turing machines, recursive sets, recursively enumerable sets, reductions, Halting problem, diagonalization.

**CSCI 323. Design and Analysis of Algorithms.** 3 hr.; 3 cr. Prereq.: CSCI 220 and 313. Advanced data structures: B-trees, graphs, hash tables. Problem-solving strategies including divide-and-conquer, backtracking, dynamic programming, and greedy algorithms. Advanced graph algorithms. Time complexity analysis. NP-complete problems. Applications to sorting, searching, strings, graphs. Programming projects.

**CSCI 331. Database Systems.** 3 hr.; 3 cr. Prereq.: CSCI 220 and 313. ER modeling; functional dependencies and relational design; file organization and indexing; relational algebra and calculi as query languages; SQL; transactions, concurrency and recovery; query processing. Programming projects.

**CSCI 332. Object-Oriented Databases.** 3 hr.; 3 cr. Prereq.: CSCI 331. Review of basic database components and architecture; comparisons of OO databases with relational databases; modeling languages and methods, data definition languages; schema design methodology; the role of inheritance, object identity, and object sharing in OODBs; file structures and indexes for OODBs; transaction processing; concurrency control and recovery; development of database applications using a commercial OODB system.

**CSCI 334. Data Mining and Warehousing.** 3 hr.; 3 cr. Prereq.: MATH 241 and CSCI 313. Data mining and data warehousing: data warehouse basics; concept of patterns and visualization; information theory; information and statistics linkage; temporal-spatial data; change point detection; statistical association patterns; pattern inference and model discovery; Bayesian networks; pattern ordering inference; selected case study.

**CSCI 335. Information Organization and Retrieval.** 3 hr.; 3 cr. Prereq.: CSCI 331. Concepts of information retrieval: keywords and Boolean retrieval; text processing, automatic indexing, term weighting, similarity measures; retrieval models: vector model,

probabilistic model; extended Boolean systems: fuzzy set, p-norm models; linguistic model; extensions and AI techniques: learning and relevance feedback; term dependence; document and term clustering; network approaches; linguistic analysis and knowledge representation. Implementation: inverted files; efficiency issues for large-scale systems; integrating database and information retrieval.

**CSCI 340. Operating Systems Principles.** 3 hr.; 3 cr. Prereq.: CSCI 220, 240, and 313. Principles of the design and implementation of operating systems. Concurrency, multithreading, synchronization, CPU scheduling, interrupt handling, deadlocks, memory management, secondary storage management, file systems. Programming projects to illustrate portions of an operating system.

**CSCI 342. Operating-System Programming.** 3 hr.; 3 cr. A study of the internal structures of a particular operating system such as UNIX, or another chosen by the department. (The operating system to be studied is announced at registration time.) Projects are assigned that involve system calls, use of the I/O and file systems, memory management, and process communication and scheduling. Projects may also involve developing new or replacement modules for the operating system, such as the command interpreter or a device driver. A student may receive credit for this course only once.

**CSCI 343. Computer Architecture.** 3 hr.; 3 cr. Prereq.: CSCI 240. Instruction set architectures, including RISC, CISC, stack, and VLIW architectures. The memory hierarchy, including cache design and performance issues, shared memory organizations, and bus structures. Models of parallel computing, including multiprocessors, multicomputers, multivector, SIMD, PRAM, and MIMD architectures. Pipelining models, including clocking and timing, instruction pipeline design, arithmetic pipeline design, and superscalar pipelining.



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**CSCI 344. Distributed Systems.** 3 hr.; 3 cr. Prereq.: CSCI 340. Issues in the implementation of computer systems using multiple processors linked through a communication network. Communication in distributed systems including layered protocols and the client-server model; synchronization of distributed processes and process threads.

**CSCI 345. Logic Design Lab.** 6 lab. hr.; 3 cr. Prereq.: CSCI 340. Design principles and laboratory implementation of logical devices from flip-flops to peripheral interfaces.

**CSCI 348. Data Communications.** 3 hr.; 3 cr. Prereq.: CSCI 343. Computer communications and networks; carriers, media, interfaces (RS 232, RS 422, CCITT); circuit types, data codes, synchronous and asynchronous transmission; protocols (OSI, TCP/IP); modems, multiplexors, and other network hardware; error correction and encryption; voice and data switching; local area networks, ISDN, packet switching; issues in the architecture, design, and management of networks.

**CSCI 352. Cryptography.** 3 hr.; 3 cr. Prereq.: CSCI 313. An introduction to cryptographic practices, concepts, and protocols. Topics include the mathematical foundations for cryptography, public key methods (e.g., RSA and El Gamal), block ciphers (e.g., DES and Rijndael), key agreement architectures (Diffie-Hellman), linear feedback shift registers and stream ciphers (e.g., A5 for GSM encryption), signatures and hash functions, (pseudo) random number generators, and how to break the ENIGMA machine.

**CSCI 355. Internet and Web Technologies.** 3 hr.; 3 cr. Prereq.: CSCI 313. Internet protocol stack, analysis of representative protocols; Internet applications: client-server architecture, popular Internet application protocols, Internet application design, client side programming, server side programming, web application and website design; programming projects.

**CSCI 361. Numerical Methods.** 3 hr.; 3 cr. Prereq.: CSCI 220 and 313; MATH 152 and 231. Error analysis, propagation of input and machine errors, interpolation, functional approximation, numerical differentiation, integration and summation, numerical solution of systems of linear equations and systems of nonlinear equations, numerical solutions of differential equations.

**CSCI 363. Artificial Intelligence.** 3 hr.; 3 cr. Prereq.: CSCI 316. Principles of artificial intelligence. Topics include logic and deduction; resolution theorem proving; space search and game playing; language parsing; image understanding; machine learning and expert systems. Programming projects in LISP, PROLOG, or related languages.

**CSCI 365. Computational Finance.** 3 hr.; 3 cr. Prereq.: CSCI 313 and MATH 241; or CSCI 314 and ECON 249 for Finance students. Valuation of financial derivatives as a family of algorithmic computations, with analysis of the underlying financial model and hands-on implementation practice. Time value of money, arbitrage-based pricing, risk-free portfolio, hedging, fundamentals of capital asset pricing model, collateralization, marking to market, margining, market risk, credit risk, netting, modeling stochastic behavior with Weiner processes, Itô's Lemma, the Black-Scholes-Merton model, volatility smiles, path-dependent and exotic derivatives.

**CSCI 368. Computer Graphics.** 3 hr.; 3 cr. Prereq.: CSCI 220 and 313. Introduction to the hardware and software components of graphics systems, representations of 2D and 3D primitives, geometric and viewing transformations, techniques for interaction, color models and shading methods, algorithms for clipping, hidden surface removal, and scan-conversion. Programming projects using a graphics API to demonstrate the process of computerized image synthesis.

**CSCI 370. Software Engineering.** 3 hr.; 3 cr. Prereq.: CSCI 220 and 313. Principles of software engineering including the software life cycle, reliability, maintenance, requirements and specifications, design, implementation, and testing. Oral and written presentations of the software design. Implementation of a large programming project using currently available software engineering tools.

**CSCI 381. Special Topics in Computer Science.** 3 hr.; 3 cr.; CSCI 381.1. 1 hr.; 1 cr., 381.2. 2 hr.; 2 cr.; 381.4. 4 hr.; 4 cr. Prereq.: Permission of the department. Fall, Spring

**CSCI 383. VT: Computer Science Synthesis.** 3 hr.; 3 cr. Prereq.: Permission of instructor. May be repeated for credit when topics differ. An examination of computational approaches to problem solving in a variety of contexts, either within the computer science discipline or between computer science and other disciplines. Students will be given an understanding of how knowledge is developed and managed using digital technologies in various disciplines. How the course implements this structure will vary across offerings, but typically will involve determining what kinds of information form the basis for a discipline, a survey of techniques for storing and manipulating that information, and a project that either gives the student experience working with actual datasets from the discipline or investigation into alternate ways of gathering, storing, and accessing that information.

**CSCI 385. VT: Computer Science Capstone.** 3 hr.; 3 cr. Prereq.: Open to upper division computer science majors. May be repeated for credit when project themes differ. Each offering of this course will have a pre-announced theme that will serve as the basis for student projects that draw on one or more areas of computer science: typically, knowledge developed in previous courses in the major. Students will have the option of working in small groups, but may work

## COMPUTER SCIENCE

individually instead. Each project group will present their initial project plan and final project summary to the class, with constructive critiques of others' projects an essential component of the course structure.

**No more than 3 credits of CSCI 390–395 may be used as an elective for the computer science major or minor.**

**CSCI 390. Honors Readings in Computer Science.** 3 hr.; 3 cr. Prereq.: Junior or senior standing and permission of the instructor. Students will study and report on survey and research papers dealing with various current topics in computer science selected by the instructor. Topics for each offering of the course will be announced at registration time.

**CSCI 391. Honors Problems in Computer Science.** CSCI 391.1–391.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. Open to students majoring in computer science who, in the opinion of the department, are capable of carrying out the work of the course. Each student works on a research problem under the supervision of a member of the faculty. Fall, Spring

**CSCI 393. Honors Thesis.** 3 hr.; 3 cr. Prereq.: Junior or senior standing and approval of the department's Honors and Awards Committee. The student will engage in significant research under the supervision of a faculty mentor and a thesis committee consisting of the mentor and two additional faculty members. The thesis proposal and committee must be approved by the department's Honors and Awards Committee. Upon completion of the research paper, an oral presentation of the results, open to the public, will be given. With the approval of the mentor, thesis committee, and the department's Honors and Awards Committee, the course may be repeated once for credit when the level of the student's work warrants a full year of effort.

**CSCI 395. Research Projects.** CSCI 395.1–395.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. Open to majors and nonmajors who, in the opinion of the department, are capable of carrying out an independent project of mutual interest under the supervision of a member of the faculty.

**CSCI 398. Internship.** CSCI 398.1, 45 hr.; 1 cr., CSCI 398.2, 90 hr.; 2 cr., CSCI 398.3, 135 hr.; 3 cr. Prereq.: Completion of 15 credits in computer science and approval of the department. Computer science students are given an opportunity to work and learn for credit. Students should consult the college's Office of Career Development and Internships for listings of available internships and procedures for applying. A proposal must be approved by the department before registration. The student's grade will be based on both the employer's and faculty sponsor's evaluations of the student's performance, based on midterm and final reports. A limit of 6 credits of internships may be taken. CSCI 398 may not be applied to the computer science major or minor.

### Graduate Courses for Undergraduates

Undergraduates may apply to take 700-level graduate courses if they meet the following criteria: completion of at least 78 credits toward the bachelor's degree; computer science major GPA of at least 3.5; and permission of the course instructor, undergraduate advisor, department chair, and the Office of Graduate Studies. See the *Graduate Bulletin* for complete listing of available courses.



# Cooperative Education & Internships

*Director, Center for Career Engagement and Internships:* Zavi Gunn

*Career Education and Internships Team:* Kristina Aranbayeva, Keesha Cameron, Karen Johnson, Elizabeth O'Connell

*Alumni and Employer Engagement Team:* David Engel, Eleanor Mavashev, Diane Shults

*Customer Service Engagement Team:* Caterina Alessio, Tithung Ma

*Career Peer:* Sophia Matuszewicz

*Office:* Frese 213, 718-997-4465

[www.qc.cuny.edu/career](http://www.qc.cuny.edu/career)

[www.qc.cuny.edu/hireqc](http://www.qc.cuny.edu/hireqc)

An internship is an individualized education program that integrates classroom learning with work experience that is career related. Field experience pertinent to a course or topic of study also may earn department credit. In addition, the following course is offered for credit.

## **COURSE**

**CO-OP 201. Orientation to the World of Work.** CO-OP 201.1, 1 hr. lec.; 1 cr., CO-OP 201.2, 1 hr. lec. + 60 hr. of work experience placement; 2 cr., CO-OP 201.3, 1 hr. lec. plus 120 hr. of work experience placement; 3 cr. Prereq.: Sophomore standing and permission of the director. An introductory course that provides students with instruction and training for participation in the world of work. Students will be placed in a structured work-study program and assisted in learning about themselves, their career needs, and the dynamics of the employment and selection process. Special emphasis will be placed on effective interview techniques and job-search strategies. The lecture is required of all students concurrent with job placement.



# Drama, Theatre & Dance

*Chair:* Meghan E. Healey

*Department Office:* Rathaus 213, 718-997-3090

*Professors:* Critchell, Feiner, Hauptman; *Associate*

*Professors:* Healey, Weeks; *Lecturers:* Feldstein, Greenberg, Griffith, Hazas, Ripley; *Adjunct Assistant*

*Professors:* Bovenzi, Boyd, Dolman, Farrington, Fittante, Love, Nelson, Price, Rowe, Russo, Webb;

*Adjunct Lecturers:* Carstens, Cox-Evans, Davis;

*Senior Laboratory Technician:* Carhart; *Department*

*Secretary:* Stahl; *Professors Emeritus:* Carlson,

Einhorn, Keene, Malone, Matthews, Repole

*Majors Offered:* Drama and Theatre (State Education Code 77742) and Theatre and Dance (State Education Code 02734)

The Drama, Theatre, and Dance curriculum offers a study of the subject appropriate to a liberal arts degree. A balanced combination of theory and practice aims at giving an understanding of the arts of drama, theatre, and dance that can serve as a foundation for graduate study. Every effort is made to provide scope for the development of individual talent and skills as a preliminary for those students who intend to concentrate on future conservatory training for a stage career. Students are encouraged to major in drama, theatre, and dance and minor in closely related areas such as art and English.

## Department Awards

The Drama, Theatre, and Dance Department annually presents the *Dance Award*, to the most outstanding student in theatre-dance; the *John Darren Scholarship in Technical Design*, for an outstanding returning student in the field of Technical Theatre and Design; the *Raymond D. Gasper Chair's Award*, for special contributions to the department; the *Graduate Dance Award*, for a distinguished student going on to graduate studies in dance; the *Edward M. Greenberg Award*, for

## REQUIREMENTS FOR THE MAJORS DRAMA AND THEATRE (MAJOR CODE DRAM-BA)

### Required

At least 39 credits, including (18 credits):

DRAM 120, 201, 202, 111, 115, 218

Plus one course from each of the following groups (9 credits):

• DRAM 303, 304, 308

• DRAM 100, 121

• DRAM 230, 231

Plus 12 elective credits.

## DANCE (MAJOR CODE DANCE-BA)

### Required

At least 38 credits, which must include: DANCE 251, 252, 259, 270, and 290; three courses from DANCE 160, 161, 260, 261, 360, and 361; three from DANCE 162, 163, 164, 165, 166, 262, and 263; three from DANCE 168, 169, 268, 269, 368, and 369; and 7 elective credits from 255, 257, 271, 273, 275, 352, 373, 375, 376, 380, 381, 385, 395.1, 395.2, 395.3, 398, 396, 397.

*Transfers:* No more than six transfer credits may be applied to the major or minor.

the outstanding student in musical theatre; the *Judith Paige Hoffmann Memorial Award*, to a student who has distinguished him/herself in the drama, theatre, and dance program; the *Richard Henry Hommel Award*, to a student best exemplifying the positive spirit and enthusiasm of the drama student; the *Bertram L. Joseph Scholarship*, for a distinguished student going on to graduate study in drama; the *Farah Marcelus Award for Choreography*, for a student who has demonstrated outstanding creative achievement; the *Robin Hirshfield Miller Memorial Award*, to the student who demonstrates the most promise in acting; and the *Technical Theatre Award*, for outstanding work in design and technical theatre.

## THE MAJORS AND MINORS

See the box on this page for the specific requirements for the majors and minors.

*Note:* Drama and Dance majors must receive a minimum grade of C in all required courses in order for them to count toward graduation.

## REQUIREMENTS FOR THE MINORS DRAMA AND THEATRE (MINOR CODE DRAM-MIN)

### Required

At least 18 credits, which must include two of the following: DRAM 101, 201, 202, 203, 204, 308, and 309; one of the following: DRAM 111 or 115; one of the following: DRAM 318 or 319; one of the following: DRAM 100 or 121; and one of the following: DRAM 231, 241, 342, 343, 344, 346, and 349.

## THEATRE-DANCE (MINOR CODE DANCE-MIN)

### Required

At least 18 credits, which must include DANCE 251 or 252; one course from DANCE 160, 161, 260, 261, 360, and 361; one from DANCE 162, 163, 164, 165, 166, 262, and 263; one from DANCE 168, 169, 268, 269, 368, and 369; and 3 elective credits.

## COURSES IN DRAMA AND THEATRE

### Introductory Courses

**DRAM I. Introduction to Drama and Theatre.** 3 hr.; 3 cr. Introduction to the study of drama and theatre, including playwriting, directing, acting, design, and technical theatre. No experience in dramatic production is required. Lecture discussions, performances, demonstrations, films, tapes, and guest appearances by playwrights, directors, actors, and designers may be included. There may be some opportunity for student performance. (WCGI) Fall, Spring

**DRAM 244. Drama for Teachers.** 3 hr.; 3 cr.

A hands-on creative drama workshop. How to use theatre techniques in the teaching of various subjects at any level. No previous experience necessary.

**DRAM 130. Writing About Performance.** 3 lec. hr.; 3 cr. Prereq.: ENGL 110. DRAM 130 fulfills the

## DRAMA, THEATRE & DANCE

College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of drama. In this writing seminar students will examine and practice the art of writing about performance in order to develop their eyes as audience members and their voices and technique as writers. Different iterations of this course will focus on mastering performance writing genres such as the review essay or professional arts/grant writing; all iterations will conclude with a research paper on a performance-based topic. (EC2)

### *Play and Performance, History, and Criticism Courses*

**DRAM 110. Musical Theatre Workshop I.** 3 hr.; 3 cr. Practice of basic performance techniques, including auditioning, for the performer in musical theatre.

**DRAM 120. Introduction to Dramatic Literature.** 3 hr.; 3 cr. A study of plays and playwrights with particular attention to the relationship between text and performance. Not open to students who have completed DRAM 101. Fall, Spring

**DRAM 201. History of World Theatre I (Antiquity through 17th Century).** 3 hr.; 3 cr. Prereq.: DRAM 120 or permission of the department. A study of plays, with special reference to the history of theatre architecture, scene design, and acting. Fall

**DRAM 202. History of World Theatre II (18th Century to the Present).** 3 hr.; 3 cr. Prereq.: DRAM 201 or permission of the department. A study of plays, with special reference to the history of theatre architecture, scene design, and acting. Spring

**DRAM 205. History of Musical Theatre.** 3 hr.; 3 cr. Fall

**DRAM 206. Play and Performance: Black Drama in America.** 3 hr.; 3 cr. A survey of drama dealing with the black experience in America. Fall

**DRAM 207. Classical European Drama.** 3 hr.; 3 cr. European drama from the ancient Greeks through the seventeenth century, examining the significance of theatrical works in their own time and in our own culture and consciousness. Students will explore how the theatre creates art, and how the discipline of theatre studies creates meaning. Students will see how close reading of texts and the interpretive methods of the liberal arts inform the decisions of directors. (AP, ET, PI)

**DRAM 210. Musical Theatre Workshop II.** 3 hr.; 3 cr. Prereq.: DRAM 110 or permission of the department. Investigation, through exercises and performance, of the skills and techniques needed to perform songs and scenes from the American Musical Theatre catalogue. The course will examine the distinctive structure of musical comedy; how a scene in a musical comedy leads characters to a song and that song heightens the characters' scene. Students will stage, produce, direct, and perform a public performance of a staged concert of a classic musical comedy or a revue presentation of musical scenes and songs will be presented.

**DRAM 303. Dramatic Literature 1880–1980.** 3 hr.; 3 cr. Prereq.: DRAM 120 or permission of the department. A study of plays of the latter part of the nineteenth century and the greater part of the twentieth, with emphasis on production theory and the development of representative styles of drama. Not open to students who have completed DRAM 203.

**DRAM 304. Dramatic Literature 1980–present.** 3 hr.; 3 cr. Prereq.: DRAM 120 or permission of the department. A study of plays from the late twentieth century to the present, with particular emphasis on performance, theory, and the development of representative styles of contemporary drama. Not open to students who have completed DRAM 204.

**DRAM 308. Advanced Topics in Theatre Studies.** 3 hr.; 3 cr. Prereq.: DRAM 120 and either DRAM 201 or DRAM 202, or permission of the department. Topic varies from semester to semester. Advanced study of one or more playwrights, theatre companies, theatrical theories or methods, or periods of theatre history. May incorporate a creative component. Sample topics are “Devised and Collaboratively Created Theatre,” “Gender and Sexuality in Theatre since 1970,” and “African-American Theatre, 1960–present.” May be repeated for credit if a different topic is studied.

### *Design and Technical Courses*

**DRAM 111. Introduction to Theater Design.** 3 hr.; 3 cr. An exploration of all forms of stage design, including scenery, costumes, lighting, and sound. Projects developed in various media for selected plays. (CE / AP) Fall, Spring

**DRAM 115. Introduction to Technical Theatre.** 3 hr.; 3 cr. Survey of types of theatres, their physical plants, and production techniques, with a concentration on drafting, scenery construction, and methods of handling. Fall, Spring

**DRAM 212. Scenic Design I.** 3 hr.; 3 cr. Prereq.: DRAM 111 or permission of department. Students will design stage scenery for plays, operas, and musical theatre. Not open to students who have completed DRAM 211. Fall, Spring

**DRAM 312. Scenic Design II.** 3 hr.; 3 cr. Prereq.: DRAM 212 or permission of department. Advanced study of scenic design for live performance. Expands on topics covered in DRAM 212. Fall, Spring

**DRAM 214. Costume Design I.** 3 hr.; 3 cr. Prereq.: DRAM 111 or permission of department. An introductory study of the fundamental principles of costume design for live performance. Includes workshop hours in the costume shop. Not open to students who have completed DRAM 213. Fall, Spring

## DRAMA, THEATRE & DANCE

**DRAM 216. Lighting Design and Technology I.** 3 hr.; 3 cr. Prereq.: DRAM 115 or permission of the department. Aesthetics and practice of lighting design with reference to historical development, color theory, basic electricity, control equipment, and optics for stage lighting. Fall

**DRAM 217. VT: Special Topics in Stagecraft and Technical Theatre.** 3 hr.; 3 cr. Prereq.: DRAM 115 or permission of the department. This course is a variable topics course and may cover advanced stagecraft such as furniture making, welding, robotics, and other modes of scenery construction and advanced topics in electrics, projections design, props, mask making, advanced costume construction, or other topics focused on innovations in theatre technology. May be repeated for credit if the topic is different. Fall, Spring

**DRAM 218. Practicum in Technical Theatre.** 3 hr.; 3 cr. Prereq.: DRAM 115 or 111 and permission of the department. Includes 135 hours of workshop and crew work in the scene shop. Fall, Spring

**Drama 311. Advanced Seminar in Scenography** 3 hr.; 3 cr. Prereq: Permission of the department. Recommended prereq.: DRAM 332, DANCE 173, DRAM 312, 314, or 316. An advanced study of design for live performance. Students in this course will develop designs for three large projects, working in teams that can include directing and choreography students. Individual portfolio development and assessment will also be a part of this course. This is a capstone or thesis course for design students.

**DRAM 314. Costume Design II.** 3 hr.; 3 cr. Prereq.: DRAM 214 or permission of department. Advanced study of the principles of costume design for live performance. Expands on topics covered in DRAM 214. Includes a workshop on costume construction and assisting on a departmental production. Fall, Spring

**DRAM 316. Lighting Design and Technology II.** 3 hr.; 3 cr. Prereq.: DRAM 216 or permission of the department. Advanced study of color, optics, and production for the stage. Emphasis on lighting design, script analysis, plotting, cueing. Design for the Student Choreography Showcase. Spring

**DRAM 318. Independent Study in Technical Theatre.** 3 hr.; 3 cr. Prereq.: DRAM 218 and permission of the department. Advanced individual projects in technical theatre, which will involve the execution of a Queens College production. May be repeated for credit if a different project is undertaken. Fall, Spring

**DRAM 319. Independent Study in Scenography.** 3 hr.; 3 cr. Prereq.: DRAM 312, 314, 316 and permission of department. Design of costumes, scenery, lighting, or sound for a mainstage departmental production. May be repeated for credit if a different project is undertaken. Fall, Spring

### *Acting Courses*

**DRAM 100. Introduction to Acting.** 3 hr.; 3 cr. A course intended for nonmajors or beginners in theatre with no previous training or experience, and for majors who intend to take a single course in acting to fulfill the major requirement. Introduces all aspects of acting, including philosophy and different methods; physical, sensory, and emotional work; improvisations; theatre games; monologues; character analysis; scene study; script interpretation; performing and working relationship with director. Students intending to take more than one course in acting must take DRAM 121 instead of, or in addition to, this course. (CE)

**DRAM 121. Acting I.** 3 hr.; 3 cr. An introduction to basic physical and emotional work, improvisations, technique, and theatre games. The first course for the professional actor. The first course for a student who plans to major in Drama and required prerequisite for Drama 222.

**DRAM 222. Acting II.** 3 hr.; 3 cr. Prereq.: DRAM 121 and permission of the department. Scene analysis and performance, improvisation techniques, audition techniques, and the preparation and presentation of monologues.

**DRAM 323. Acting III.** 3 hr.; 3 cr. Prereq.: DRAM 222, and permission of the department. Character analysis, script interpretation, role preparation, and scene work.

**DRAM 324. Acting IV.** 3 hr.; 3 cr. Prereq.: DRAM 323, and permission of the department. Advanced character study, script analysis, role preparation, and advanced scene work.

**DRAM 225. Voice and Articulation for the Actor.** 3 hr.; 3 cr. Prereq.: DRAM 121, or permission of the department.

**DRAM 227. Physical Training for the Actor I.** 3 hr.; 2 cr. Prereq.: DRAM 121 or permission of the department. Physical techniques for ensuring full physical presence during performance. Fall

**DRAM 328. Physical Training for the Actor II.** 3 hr.; 3 cr. Prereq.: DRAM 121, 227, and permission of the department. Continuation and expansion of physical techniques studied in DRAM 227, as well as improvisation, movement, and implementation of physical scores into dramatic work.

**DRAM 329. Acting Projects.** 3 hr.; 3 cr. Prereq.: Audition. Acting in performances directed by faculty or by students under faculty supervision. May be repeated for credit if different work is involved. Fall, Spring

### *Play Direction and Stage Management*

**DRAM 230. Stage Management.** 3 hr.; 3 cr. Prereq.: Permission of the department. The practical application of stage managing techniques in production. May be repeated for credit if different work is involved. Fall, Spring

## DRAMA, THEATRE & DANCE

**DRAM 231. Directing I.** 3 hr.; 3 cr. Prereq: DRAM 121. A beginning course in the craft of stage direction, including play and character analysis, staging techniques, production styles, and rehearsal methods. Classroom staging exercises and direction of a scene as a final project are required. Fall, Spring

**DRAM 332. Directing II.** 3 hr.; 3 cr. Prereq.: DRAM 231, DRAM 222 and permission of the department. Continuation of study of directing. Student will direct one act of a play or a one-act play. May be repeated for credit if different work is involved. Fall, Spring

**DRAM 333. Independent Study in Directing.** 3 hr.; 3 cr. Prereq.: DRAM 332 and permission of the department. Advanced projects in directing a full-length production. May be repeated for credit if different work is involved.

### *Workshops*

**DRAM 241. Experimental Theatre Workshop.** 3 hr.; 3 cr. A study of group-created drama. Students will create a group production through improvisations, theatre games, vocal and physical exercises. The group participates in writing a play, shares responsibilities as directors, actors, and designers, rehearses the production, and performs it before an audience. May be repeated for credit if a different project is undertaken. Fall, Spring

**DRAM 242. Puppet Theatre Workshop.** 3 hr.; 3 cr. This course is an introduction to various puppet theatre forms. The workshop may cover rod, shadow, marionette, and other forms of global puppetry. Students will build and create original puppets as well as write and perform puppet plays. May be repeated for credit if different work is involved.

**DRAM 302. Dramatizing Science.** 3 hr.; 3 cr. The intersections of science and theatre since the Renaissance. An investigation of the ways in which Western theatre has examined the nature of science, and

the social, cultural, ethical, psychological, and aesthetic implications of scientific methods and discoveries.

**DRAM 342. Shakespeare Workshop I.** 3 hr.; 3 cr. Prereq.: Permission of the department. A study of Shakespeare's comedies and tragicomedies integrating scholarship, criticism, and theatre art. Fall

**DRAM 343. Shakespeare Workshop II.** 3 hr.; 3 cr. Prereq.: Permission of the department. A study of Shakespeare's histories and tragedies integrating scholarship, criticism, and theatre art. Spring

**DRAM 344W. Playwriting Workshop.** 3 hr.; 3 cr. Prereq.: Permission of the department. Spring

**DRAM 349. Workshop in Repertory Theatre Management, Production, and Performance.** DRAM 349.1–349.6, 1–6 hr.; 1–6 cr. Prereq.: Audition, interview, and permission of the department. Students will be involved in organizing and operating a theatre under faculty supervision. They will, as a team, take responsibility for all aspects of theatre operations including producing, directing, acting, designing, publicity, management of budget, box office, house management, and all other matters pertaining to the operation of a theatre.

### *Special Theatre Projects and Seminars*

**DRAM 381/DANCE 381. Collaborative Workshop in Dance and Theatre.** 3 hr.; 3 cr. Prereq.: One course from two of the following three categories: An acting course (DRAM 100, 121, 227, or other higher level acting courses), a choreography course (DANCE 173, or higher level choreography courses), a performance and/or technique course (DRAM 231 Directing; DRAM 111 Design; DRAM 344 Playwriting; DRAM 342, 343 Shakespeare Workshop; any dance technique or studio course such as DANCE 160, 161, 162, 163, 164, 165, 166, 168, 169, or higher). Collaborative Workshop in Dance and Theatre is a combined seminar and studio course that

will introduce participants to the core philosophies and perspectives of choreographers and directors who merge dance and theatre to create interdisciplinary work. Through reading, videos, attending live performances, workshops, research, discussions, and the creation of their own short performance projects, participants will become familiar with the work of the artists studied, experiment with a range of tools for creating interdisciplinary performance, and in the process evolve their own analytic and artistic point of view. (Synthesis)

**DRAM 390. Special Problems in Drama and Theatre.** DRAM 390.1–390.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. Individual research under the direction of a member or members of the department and resulting in a written report. May be repeated for credit.

**DRAM 397. Seminar in Drama and Theatre.** 3 hr.; 3 cr. Prereq.: Permission of the department. Topic to vary from semester to semester.

## COURSES IN THEATRE-DANCE

### *Introductory Course*

**DANCE 150. Introduction to Dance.** 3 hr.; 3 cr. A beginning-level studio, discussion, and film course that introduces dance as a performing art. Emphasis on the appreciation of dance styles from diverse cultures and the use of dance training as a means of enhancing physical, mental, and emotional well-being. For non-majors. (CE)

**DANCE 151. Dance and Culture: Dancing Values.** 3 hr.; 3 cr. Comparison of various world dance forms with some contemporary and historical dances in the United States. The aim of this course is to bring the field of dance to life by showing a wide range of cultural, aesthetic, and historical worlds from which dance is born and which are created by dance. Students should obtain a fuller understanding of the field of dance and its relationship to other areas of the humanities and social sciences by investigating how dance is a carrier

## DRAMA, THEATRE & DANCE

of cultural and aesthetic values across a wide spectrum of forms from around the globe and throughout history. Utilizing observation, discussions, participation in dance classes and writing about a variety of dance forms, the instructor will guide the students to a deeper understanding of dance as a cultural act. (WCGI)

### *History, Criticism, Theory, and Education Courses*

**DANCE 350W. Time and the Dancing Image in the U.S. I.** 3 hr.; 3 cr. Prereq.: Junior or senior standing. Lecture/discussion/film course that examines the evolution of dance in the United States from a pluralistic viewpoint. This includes but reaches beyond the Western tradition by looking closely at non-Western dance forms that have influenced American dance. Emphasis on pre-twentieth-century dance. Fall

**DANCE 351W. Time and the Dancing Image in the U.S. II.** 3 hr.; 3 cr. Prereq.: Junior or senior standing. Lecture/discussion/film course that examines the evolution of dance in the United States from a pluralistic viewpoint. This includes but also reaches beyond the western European tradition by looking closely at non-Western dance forms that have influenced American dance. Emphasis on twentieth-century dance. Spring

**DANCE 352. Dances of the African Diaspora.** 3 hr.; 3 cr. This interdisciplinary seminar explores dance aesthetics and performance styles in the Americas from Brazil, through the Caribbean, to the U.S. South.

**DANCE 255. Introduction to Dance Therapy.** 3 hr.; 3 cr. A wide-ranging introduction to the theory and practice of dance therapy focusing on the skills and techniques of dance and expressive movement and their therapeutic application.

**DANCE 257. Principles of Teaching Dance.** 3 hr.; 3 cr. Explores creative movement concepts and techniques for teaching a variety of age groups with a

primary focus on young children. Includes composition and improvisation elements, as well as hands-on teaching experience.

**DANCE 259. Analysis of Dance Movement.** 3 hr.; 3 cr. A studio course designed to teach the use of the body for dance and the underlying principles of human movement.

**DANCE 272. Music for Movement.** 3 hr.; 3 cr. An investigation of the relationships of music and other forms of sound to dance movement.

### *Technique Classes*

**DANCE 162. Dance Techniques of Africa I.** 3 hr.; 2 cr. A beginner studio course in specific dance forms of Africa. Emphasis on the fundamentals of polyrhythmic body articulation, fluidity, style, and control. Improvisation is introduced.

**DANCE 199. VT: Dance Technique Practicum.** 3 hr.; 1 cr. Prereq: Permission of instructor. Intended for students who have completed a dance technique course but whose instructor feels the student needs to improve technique before moving on to the next course in the sequence. May not be used for credit towards the major or minor in dance, and no more than 12 credits of DANCE 199 may be used towards the Baccalaureate degree.

**DANCE 262. Dance Techniques of Africa II.** 3 hr.; 2 cr. An intermediate-advanced studio course in specific dance forms of Africa. Continued emphasis on the fundamentals of style, polyrhythmic body articulation, fluidity, and control. Includes a more in-depth exploration of improvisation and the relationship between drumming and dancing.

**DANCE 163. Dance Techniques of the Caribbean I.** 3 hr.; 2 cr. A beginner studio course in various dance forms of the Caribbean. Emphasis on the fundamentals of style, fluidity, and control. Personal expression and creativity are encouraged.

**DANCE 263. Dance Techniques of the Caribbean II.** 3 hr.; 2 cr. An intermediate-advanced studio course in various dance forms of the Caribbean. Continued emphasis on the fundamentals of style, fluidity, and control. Special attention also given to quality, improvisation, and performance.

**DANCE 164. Asian Performing Arts.** 3 hr.; 2 cr. A studio course introducing the forms and techniques used in a specific Asian dance or theatre form. May be repeated.

**DANCE 165. Chi Gong.** 3 hr.; 2 cr. An introduction to the ancient Chinese system of internal exercise with emphasis on balancing body and mind.

**DANCE 166. Tai Chi Chuan.** 3 hr.; 2 cr. An introduction to the physical practice of this traditional martial art form with emphasis on the principles of softness and overcoming weight with a balanced release of energy.

**DANCE 168. Tap I.** 3 hr.; 2 cr. A beginner studio course in rhythm tap with emphasis on technique, musicality, and style.

**DANCE 268. Tap II.** 3 hr.; 2 cr. Prereq.: DANCE 168. An intermediate studio course in rhythm tap with continued emphasis on technique, musicality, and style. Students are introduced to phrasing and counting bars.

**DANCE 368. Tap III.** 3 hr.; 2 cr. Prereq.: DANCE 268. An advanced studio course in rhythm tap technique. Phrasing and style are taught with increased depth and students are introduced to the art of tap improvisation.

**DANCE 169. Jazz I.** 3 hr.; 2 cr. A beginner studio course in jazz dance techniques with emphasis on developing an awareness of rhythm and control. Students are introduced to jazz movement shapes, improvisation, and the discovery of a personal style.



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**DANCE 269. Jazz II.** 3 hr.; 2 cr. Prereq.: DANCE 169. An intermediate studio course in jazz dance techniques with continued emphasis on developing an awareness of rhythm and control. Includes a more in-depth exploration of improvisation and personal style.

**DANCE 369. Jazz III.** 3 hr.; 2 cr. Prereq.: DANCE 269. An advanced studio course in jazz dance techniques. Individual creativity and quality of performance are emphasized.

**DANCE 160. Modern Dance I.** 3 hr.; 2 cr. A beginner studio course in modern dance techniques with emphasis on developing fundamental movement skills.

**DANCE 260. Modern Dance II.** 3 hr.; 2 cr. Prereq.: DANCE 160. An intermediate studio course in the modern dance idioms with emphasis on increased movement range, control, and complexity.

**DANCE 360. Modern Dance III.** 3 hr.; 2 cr. Prereq.: DANCE 260. An advanced studio course in the modern dance idiom with emphasis on performance style and quality.

**DANCE 161. Ballet I.** 3 hr.; 2 cr. An introduction to classical ballet technique. Beginning with simple movements to stretch and strengthen the body, classes will progress to standard ballet exercises performed at the barre and in the center. Basic concepts of anatomy, alignment, rhythm, and musicality will be addressed.

**DANCE 261. Ballet II.** 3 hr.; 2 cr. Prereq.: DANCE 161. A continuation of the classical ballet technique introduced in Ballet I and will continue at the advanced/beginning to intermediate level. Barre and center work will progress in difficulty with both familiar and new exercises. Proper placement, ease of movement, and musicality will be emphasized.

**DANCE 361. Ballet III.** 3 hr.; 2 cr. Prereq.: DANCE 261. In this course we will work on intermediate to advanced classical ballet technique. Throughout the class, we will focus on dancing with precision, rhythm, and musicality.

### *Choreography and Performance Courses*

**DANCE 173. Choreography I.** 3 hr.; 3 cr. Prereq.: Prior dance training and permission of department. A studio course introducing the basic skills, techniques, and methods used in the craft of choreography, including improvisation.

**DANCE 273. Choreography II.** 3 hr.; 3 cr. Prereq.: DANCE 173. The application of the elements of choreography in creating solo and group dances. Works created in the class are presented in performance at the end of the semester.

**DANCE 275. Choreographers' Showcase.** 3 hr.; 1 cr. Prereq.: Audition. A laboratory in which students learn to design student-choreographed work that will culminate in a public performance. May be repeated.

**DANCE 373. Choreography III.** 3 hr.; 3 cr. Prereq.: DANCE 273. More complex compositional problems are explored in the creation of dances that are mounted for a performance at the end of the semester.

**DANCE 375. Choreographers' Showcase.** 3 hr.; 2 cr. Prereq.: Audition. A laboratory in which students create choreography that will culminate in a public performance. May be repeated.

### *Dance Production and Workshops*

**DANCE 290. Practicum in Technical Theatre.** 1 hr.; 1 cr. A practical hands-on introduction to technical theatre systems and equipment. Participants must serve as running crew for theatre and/or dance production.

**DANCE 381/DRAM 381. Collaborative Workshop in Dance and Theatre** (see DRAM 381)

**DANCE 385. Advanced Dance and Repertory Workshop.** 3 hr.; 3 cr. Prereq.: Audition. A performance workshop combining the study of technique and composition in preparation for a public dance presentation. May be repeated.

### *Special Projects and Seminars*

**DANCE 395. Independent Study in Dance.** DANCE 395.2, 2 hr.; 2 cr., 395.3, 3 hr.; 3 cr. Prereq.: Permission of the department. Independent study projects under faculty supervision. May be repeated for credit once if different work is involved.

**DANCE 396. Special Topics in Dance and Movement.** 3 hr.; 2 cr. Exploration of movement styles/theories not routinely included in the curriculum. Focus is on studio work. May be repeated if different material is taught.

**DANCE 397. Special Topics in Dance and Movement.** 3 hr.; 3 cr. A studio course designed to explore movement styles/theories not routinely included in the curriculum. Focus is on studio and academic work. May be repeated if different material is taught.

**DANCE 398. Seminar in Dance.** 3 hr.; 3 cr. Prereq.: Permission of the department. Non-studio roundtable discussion course with emphasis on the development of analytical/critical reading and writing skills. Topics vary. May be repeated for credit if different work is involved.

# School of Earth & Environmental Sciences

*Chair:* Jeffrey Bird

*Undergraduate Advisors:* Gillian Stewart (Environmental Science BS, BA; Environmental Studies BA); Allan Ludman (Geology BS, BA)

*Department Office:* Science Building D216, 718-997-3300

*Distinguished Professor:* Hendrey; *Professors:* Bird, Ludman, Markowitz, McHugh, Morabia, O'Mullan, Pekar, Stewart, Yi; *Associate Professors:* Eaton, Greenfield, Longpré; *Assistant Professors:* Blanford, Bracco, Soule; *Higher Education Officer:* Schmidt; *Senior College Laboratory Technician:* Kamal; *College Laboratory Technician:* Mills; *College Office Assistant:* Sapigao; *College Assistant:* Yin; *Professors Emeriti:* Brueckner, Coch, Habib, Hemming, Krinsley, Mattson, Schreiber, Speidel, Thurber; *Associate Professor Emeritus:* Brock

*Majors Offered:* Environmental Sciences (State Education Codes: BA, 21974; BS, 21975); Environmental Studies (State Education Code: BA, 21980); Geology (State Education Code BS: 82333; BA: 26456)

The majors in the School of Earth and Environmental Sciences (SEES) prepare students for graduate studies, professional careers in the geosciences, environmental sciences, and related fields, and for secondary education careers in earth and environmental sciences. In addition, SEES offers three minors in Geology, Environmental Science and Environmental Studies, which complement other natural science and social science majors. SEES offers several courses that aim to broaden the scientific background of students in all disciplines.

## Awards

The School of Earth and Environmental Sciences confers the *Environmental Science Award* and the *Environmental Studies Award* to the graduating students with the highest GPA in their respective majors. For Geology majors, the student graduating with the highest major GPA is awarded the *Lt. George C. Gierak Memorial Award* in memory of a former president of the Geology Club who gave his life for his country. In addition, the *SEES Club of Queens College Award* is given by the club to one undergraduate SEES major who has demonstrated academic excellence in earth and environmental sciences. All graduating SEES majors with a major GPA above 3.5 are awarded departmental honors.

## THE MAJORS AND MINORS

The School of Earth and Environmental Sciences offers BA and BS degrees in Geology, Environmental Science, and an interdisciplinary BA degree in Environmental Studies. Minors are offered in Geology, Environmental Science and Environmental Studies. Students planning to major or minor in these disciplines will be assigned an advisor with whom they should consult frequently. See the box on the next page for the specific requirements for the majors and minors.

## Earth Science Education

Students who wish to become earth science teachers in secondary schools can do so by completing the BA requirements with a major in geology and a major in secondary education through the Secondary Education and Youth Services Department (SEYS). Students should consult with an advisor in Secondary Education and Youth Services before committing to this minor.

## Academic Standards

A student may not have a course with a grade below C– credited toward his/her major requirements. A minimum grade of C– is required in any prerequisite courses for the major. A student may not repeat a course more than twice, and credit toward the degree will be given only once. A minimum average of C is required in courses numbered above 200, and in courses in other departments that are counted toward the major.

## GEOLOGY COURSES

### Nonmajor Courses

**GEOL 7. Dinosaurs.** 3 hr.; 3 cr. The geological, biological, and evolutionary development of dinosaurs and their close relatives in the Mesozoic Era; the environments they lived in; their relationship to other reptiles and birds; their preservation as fossils and their final extinction.††

**GEOL 8. Introduction to Oceanography.** 2 lec., 1 rec. hr., field trips; 3 cr. A survey of the oceans, including their physical structure, biology, chemistry, and geology. Special emphasis is placed on the interactions of society and sea. Science majors are advised to take GEOL 216. (SCI) Fall, Spring

**GEOL 9. Environmental Issues.** 3 hr.; 3 cr. The scientific background for some major environmental issues is introduced. These issues may include the availability and use of renewable and non-renewable resources; conservation, recycling, waste disposal, and pollution; and land use. Human impact on global environmental problems are examined from both scientific and social points of view. Field trips may be scheduled. (SW, SCI)

## SCHOOL OF EARTH & ENVIRONMENTAL SCIENCES

### REQUIREMENTS FOR THE MAJORS IN GEOLOGY

Both the BA and BS are offered in geology. The BA is designed for students planning careers in non-technical aspects of geoscience, such as teaching, law, and finance. The BS is designed for students planning to attend graduate school or pursue careers in technical aspects of geoscience, such as geologic and environmental consulting, petroleum exploration, or mining.

**The BA in Geology (Major code GEOL-BA)** requires completion of GEOL 101, 102, 200, 201, 208, 214, 216; ENSCI 100 and completion of MATH 141 or 151, CHEM 113.4 and 113.1; PHYS 145.4 or 121.4 plus two electives chosen from 200- and 300-level Geology or Environmental Science courses. Students uncertain about career are advised to take GEOL 361.

**The BS in Geology (Major code GEOL-BS)**, requires completion of ENSCI 100, GEOL 101, 102, 200, 201, 208, 214, and 361; completion of MATH 152 (or equivalent), CHEM 114.4 and 114.1; PHYS 146.4 or 122.4; plus three electives chosen from: 200- and 300-level Geology courses, ENSCI 200 and ENSCI 203; for a total of at least 66 credits in courses applicable to the majors in biology, chemistry, environmental science, geology, mathematics, and physics.

### ENVIRONMENTAL SCIENCES (MAJOR CODES ENSCI-BA AND ENSCI-BS)

#### Environmental Sciences

The interdisciplinary BA in Environmental Science requires the courses listed below (students desiring greater depth in biology or biochemistry than is included in the ENSCI major are advised to declare a minor in biology or biochemistry):

1. ENSCI 100, 200, and the capstone ENSCI 373W; and completion of the following introductory science courses that are prerequisite for one or more of the Core Courses or Advanced Courses that follow: GEOL 101, CHEM 113.4 and 113.1, BIOL 105, MATH 151 (or equivalent), and PHYS 121.4 and 121.1.

2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 216, or ENSCI 203.
3. Two of the following 300-level Advanced Courses: GEOL 318, 342, 347, 349, 363, 370, 383; ENSCI 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

For the BS in Environmental Science the student must satisfy the requirements for the BA and complete

1. MATH 114 or MATH 241 or BIOL 230;
2. 12 credits from introductory Mathematics and Science courses including GEOL 102, BIOL 106, CHEM 114.4 and 114.1, MATH 152 (or equivalent) or PHYS 122.4 and 122.1 or GEOL 200;
3. one additional 200-level Core Course; and
4. two additional 300-level Advanced Courses.

### ENVIRONMENTAL STUDIES (MAJOR CODE ENSTD-BA)

The interdisciplinary major (BA) in Environmental Studies requires the following courses: ENSCI 100 and 112; URBST 252 and 372; and either ENSCI 373W or URBST 373. Additionally, students will choose six electives from the following list, at least two of which must be in the Natural Sciences and two of which must be in the Social Sciences/Humanities.

**Natural Sciences:** BIOL 106; ENSCI 200 (prerequisite CHEM 113.4 and 113.1), ENSCI 383, GEOL 383, GEOL 101

**Social Sciences/Humanities:** ANTH 270, 302, ECON 228 (or 228W), ECON 228 (or 228W), ENGL 327, 327W, MEDST 270, PHIL 125, PSCI 287, 289, URBST 206, 207, 230, 235, 236, 241, 253, 254, 265, 265W, 358, 373

### TRANSFERS

A maximum of 16 credits in Environmental Science or Geology will be accepted as transfer credits for the Geology or Environmental Science majors.

### REQUIREMENTS FOR THE MINOR IN GEOLOGY (MINOR CODE GEOL-MIN)

GEOL 101, GEOL 102, and three additional elective courses chosen from 200- and 300-level Geology or Environmental Science courses. At least two of three advanced courses above Geology 102 must be taken at Queens College.

### MINOR IN ENVIRONMENTAL SCIENCE (MINOR CODE ENVSCI-MIN)

The minor in Environmental Science satisfies a growing demand for environmental literacy and its scientific foundation. This minor helps students build a strong subject cluster to supplement their major and may be useful for several diverse QC majors including economics, pre-law, pre-medicine, biology, chemistry, and urban studies. Advisement for students wishing to complete a minor in Environmental Science will be provided by SEES faculty to ensure that each minor has a specific area of focus and contributes to each student's academic goals.

#### Required:

1. ENSCI 100. Our Planet in the 21st Century: An Introduction to the Environment. 3 lec., 3 lab.; 4 cr.
2. ENSCI 200. Earth Systems Science. 3 lec.; 3 cr. Prereq.: ENSCI 100; prereq. or coreq.: CHEM 113.4 & 113.1 (5 cr.)
3. Two additional elective courses from the same list as provided for the major numbered above ENSCI 200 or above GEOL 101.

The 2 elective courses above ENSCI 200 or GEOL 101 must be taken at Queens College.

### MINOR IN ENVIRONMENTAL STUDIES (MINOR CODE ENSTD-MIN)

The interdisciplinary minor in Environmental Studies requires the following courses:

ENSCI 100, ENSCI 112, URBST 252. Students will choose three electives from the same list as provided for the major. Environmental Science majors should replace the ENSCI courses with non-ENSCI electives drawn from this list.

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**GEOL 12. Natural Disasters.** GEOL 12.2, 2 hr.; 2 cr., GEOL 12.3, 3 hr.; 3 cr. A course dealing with natural hazards and the devastation they cause. The hazards include floods, volcanic explosions, earthquakes, landslides, and asteroid impacts. (SW, SCI)

**GEOL 16. Earthquakes, Volcanoes, and Moving Continents.** 3 lec. hr.; 3 cr. The great changes on the Earth's surface, how they affect us, and how we may predict or attempt to control them. The influence of plate tectonics on the environment, natural resources, and human history. (SW, SCI) Fall, Spring

**GEOL 17. Earthquakes.** 3 hr.; 3 cr. How, when, and where earthquakes happen. Location and measurement. Daily, weekly, monthly, yearly seismicity of the Earth. The relation of earthquakes to lithospheric plate movements; seismic hazard and mitigation; possible earthquake prediction. Great historic earthquakes and their effect on human activities.

**GEOL 18. Volcanoes.** 3 hr.; 3 cr. How volcanoes form, where they form, what they erupt. The relation between volcanism and major Earth movements. How volcanoes change during their lifetimes. Possible prediction of volcanic eruptions. The influence of volcanoes on human activities now and in the past.

**GEOL 25. Natural Resources and the Environment.** 3 hr.; 3 cr. World distribution, production, and requirements for mineral and energy resources. Use, abuse, conservation, and pollution of resources. (SW, SCI) Fall, Spring

**GEOL 40. Special Topics in Geology.** GEOL 40.1, 1 lec. or 3 lab. hr.; 1 cr., GEOL 40.2, 1 or 2 lec., 3 lab. hr.; 2 cr., GEOL 40.3, 2 or 3 lec., 3 lab. hr.; 3 cr. Topic varies from semester to semester. Designed for nonscience students.<sup>††</sup>

**GEOL 64. Planetary Geology.** 3 lec. hr.; 3 cr. An introduction to the surface features, composition, geological activity, and probable history of the planets, moons, and comets of the solar system, based on the results of space exploration.

**GEOL 77. Weather, Climate, and Climate Change.** 3 hr.; 3 cr. A basic introduction to the causes of Earth's weather and climate systems and the reasons for long-term climate change. Geologic evidence for climate change over the last 50 million years is applied to understanding what future weather and climate might become. (Not open to students who have taken GEOL 11.) (SW, SCI)

**GEOL 99. Planet Earth: Resources and Hazards in the 21st Century.** 3 lec. hr.; 3 lab hr.; 4 cr. An introduction to how understanding Earth's composition and processes enables geologists to find the energy and mineral resources on which modern civilization is based, and why those processes can lead to natural disasters if not fully understood. (LPS, SCI)

### *Introductory Courses*

**GEOL 101. Physical Geology.** 3 lec., 3 lab. hr.; 4 cr. A study of the Earth, including the relationship of man to his environment. Required field trip(s). (LPS, SW, SCI) Fall, Spring

**GEOL 102. Historical Geology.** 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 100, 101 (or passing grade in Physical Geology, NYS College Proficiency Exam). A history of the origin and development of the universe, with emphasis on the Earth. Required field trip(s). Fall (LPS, SW, SCI)

### *Major Courses*

**ENSTD 200. Environmental Management.** 3 lec. hr.; 3 cr. Prereq.: ENSCI 111 or 112 or GEOL 100 or 101; prereq. or coreq.: GEOL 102 or permission of SEES. Introduction to environmental issues including ethics in environmental management, corporate responsibilities, limitations on the exploitation of natural resources, and the process of making environmental policy. Major anthropogenic environmental problems will be described, and case history examples will be presented in areas such as global warming, air and water pollution, pesticides and toxic materials, and sewage management and waste disposal.

**GEOL 200. Methods in Geoscience.** 3 hr. lec.; 3 cr. Prereq.: GEOL 101. An introduction to the basic skills required to characterize and quantitatively evaluate natural systems and communicate geoscience information effectively: field observation and description; map use and interpretation; data handling, statistical analysis, and graphical representation; scientific communication.

**GEOL 201. Minerals, Igneous and Metamorphic Rocks.** 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 100 or 101; prereq. or coreq.: GEOL 102 and 200. Mineral structures, crystal chemistry, and classification. Petrography and petrology of igneous and metamorphic rocks. Field trip(s).

**GEOL 208. Sedimentology and Landscape Evolution .** 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 101 and 102 (or co-requisite with approval by instructor). Processes at Earth's surface including sediment transport and deposition, erosion and landscape evolution in different environments. Origin and diagenesis of sedimentary rocks. Field trips.

**GEOL 210. Water Resources and Conservation.** 3 lec. hr.; 3 cr. Prereq.: GEOL 100 and 101 or ENSTD 200 or ENSCI 111 or 112; prereq. or coreq.: GEOL 102 or permission of the instructor. Water use, problems of water supply, water resource management, water quality (present and potential pollution problems and solutions), and water conflicts around the world. Topics will be explored through a study of the historical context, the physical process, environmental risks, and future issues.

**GEOL 214. Earth's Internal Processes.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101; prereq. or coreq.: GEOL 102. Earth processes and structures generated by the Earth's internal heat; convection, plate tectonics, folds, and faults. Field trip(s).

**GEOL 216. Oceans and Atmosphere.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 101 or ENSCI 200, and

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MATH 141; prereq. or coreq.: GEOL 102. Evolution and dynamics of the oceans and the atmospheres; ocean-atmosphere interactions; global climate and sea-level changes; human impact on the oceans and atmosphere.

**GEOL 313W. Stratigraphy and Interpreting Paleoenvironments.** 2 lec., 3 lab hr.; 3 cr. Prereq.: GEOL 101, GEOL 102, GEOL 208. This upper-level geology class provides an introduction to understanding the several types of stratigraphic interpretations and their practical application in academic and industry settings. It will also provide a basic background in how the fossil record is used to interpret paleoenvironmental changes.

**GEOL 318. Soils in the Environment.** 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 201, or 208, or permission of instructor. The processes and behavior of soils in natural and managed environments. This course will address the physical, chemical, and biological properties and processes of soils in the context of their roles in the environment. Topics include the function of soils in supporting plant growth, maintaining environmental quality, and their role in global biogeochemical cycling. Students will learn how soils develop and how management practices affect soil quality, ecosystem productivity, and environmental sustainability. The lab section of the course will provide hands-on experience in fundamental soil physical, chemical, and biological analyses, field trips, and recitation.

**GEOL 328W. Volcanoes and Climate.** 3 hrs.; 3 cr. Prereq.: GEOL 201 or GEOL 216 or permission of instructor. A discussion-based review of interactions between volcanic eruptions and the climate system throughout Earth history. Students will examine relationships among volcanology, petrology, climatology, and meteorology through analysis of peer-reviewed scientific literature.

**GEOL 335. Petrography and Petrology.** 4 lec., 3 lab. hr.; 5 cr. Prereq.: GEOL 232 or permission of the department. The description, analysis, and identification



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of igneous, sedimentary, and metamorphic rocks; rock-forming processes are studied in the laboratory using suites of rocks, and in the field. Topics include hand-specimen and microscopic petrography and igneous, sedimentary, and metamorphic petrology.

**GEOL 339. Paleontology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 102 or permission of the department. The nature and significance of extinct animals and plants; their ecology, morphology, and geologic history.

**GEOL 342. Introduction to Meteorology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: MATH 141 and PHYS 121 (lecture and lab). An introductory study of meteorology for science majors.

**GEOL 347. Principles of Hydrology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101, CHEM 113.1, CHEM 113.4, and PHYS 121. A survey of surface water and groundwater hydrology, including discussion of water quality, pollution, and water resource management.

**GEOL 349. Environmental Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101, or permission of the instructor. Geological processes affecting the quality of the environment. Analysis of geologic problems affecting the quality of the environment.

**GEOL 356. Principles of Oceanography.** 2 hr. lec., 3 lab. hr., field trips; 3 cr. Physical, chemical, biological, and geological oceanography for science majors. Open to science or mathematics majors of upper-class standing, or by permission of instructor.

**GEOL 361. Geology in the Field.** 9 hr. fieldwork; 3 cr. Prereq. or coreq.: GEOL 202, 213 and 214, or permission of the instructor. The application of geologic principles to the study of rocks, geologic structures, and landforms in the New York metropolitan area. Introduction to geologic mapping and four-dimensional interpretation of regional geologic history. Offered in the spring semester or summer.

**GEOL 363. GIS in the Geosciences.** 3 hr.; 3 cr. Prereqs.: GEOL 101, GEOL 200. An introduction to GIS (geographic information system) that includes fundamental components of maps, creating a structured geodatabase; graphical, statistical, and spatial analysis to geoscientific data; and the use of maps and data from web-based resources.

**GEOL 364. Comparative Planetary Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 102 or permission of the department. A detailed study of the surface features, tectonics, volcanism, petrology, and aeolian, glacial, and sedimentary processes of the planets and moons of the solar system. The laboratory work will use geologic maps and spacecraft imaging of the planetary bodies. (Students who have taken GEOL 64 may not take GEOL 364 without approval of the department.)

**GEOL 370. Biogeochemistry.** 3 lec. hr.; 3 cr. Prereq.: ENSCI 200, or GEOL 101 and CHEM 113.4 and CHEM 113.1. Biogeochemical processes affecting Earth's environmental systems with emphasis on mechanisms for distribution and transport of elements and compounds in and between the atmosphere, biosphere, hydrosphere, and lithosphere.

**GEOL 373. Geological Reasoning.** 3 hr.; 3 cr. A senior-level course for geologic education majors. Various topics pertaining to the history and philosophy of geology and techniques of problem-solving in the earth sciences will be covered through discussions and individual research projects.

**GEOL 382. Seminar.** 2 hr.; 2 cr. each seminar. Prereq.: Permission of the department. Advanced topics in geology. Offered primarily for seniors.

**GEOL 383. Special Topics in Geology.** 2 lec., 3 lab hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**GEOL 391, 392, 393. Special Problems.** GEOL 391, 1 lec. hr.; 1 cr., GEOL 392, 2 lec. hr.; 2 cr., GEOL 393, 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The student works on a research problem under the supervision of a member of the faculty. May be repeated for a maximum of 9 credits. Fall, Spring

## ENVIRONMENTAL SCIENCE COURSES

### *Introductory Courses*

**ENSCI 99. A Practical Guide to Environmental Choices.** 3 lec. hr.; 3 lab hr.; 4 cr. A guide for evaluating the consequences of everyday choices about interactions with our environment, and environmental issues, on local to global scales including air and water quality, food safety and energy resources. (LPS)

**ENSCI 100. Our Planet in the 21st Century: Challenges to Humanity.** 3 lec., 3 lab. hr.; 4 cr. Focuses on two major themes of increasing concern to society: global climate change and environment and human health. Theme I, Global Climate Change introduces students to basic concepts in mathematics and physics and the implications of climate change to society using selected examples from the Intergovernmental Panel of Climate Change (IPCC) report. Theme II, Environment and Human Health introduces students to the basic concepts in chemistry and biology used in the study of anthropogenic pollutants and naturally occurring poisons, and to policy changes aimed at reducing human exposure to pollutants in developed and developing countries. (LPS, SW, SCI)

**ENSCI III. Introduction to the Environment.** 3 lec., 1 rec., 3 lab. hr.; 4 cr. The ecosystem; humans in the scheme of natural things, the impact of human activities on health and the environment; institutions and the environment; cultural, ethical, literary, and artistic responses to the environment. Required field trip(s).

## SCHOOL OF EARTH & ENVIRONMENTAL SCIENCES

**ENSCI 112. Our Changing Planet.** 3 lec. hr.; 3 cr. An introduction to Earth system science and global environmental change; the historical and geological processes of change in the lithosphere, atmosphere, hydrosphere, and biosphere; humans as a force for change. (SW, SCI)

### Core Courses

**ENSCI 200: Earth System Science.** 3 lec. hr.; 3 cr. Prereq.: ENSCI 100 or GEOL 101; coreq.: CHEM 113 (lecture and lab). A historical perspective of processes and interactions among the lithosphere, atmosphere, hydrosphere, and biosphere with humans as a force for change; knowledge of how the Earth system responds to changes in these forcings to mitigate the predicted effects for human civilization.

**ENSCI 203. Environmental Microbiology.** 3 lec. hr.; 3 cr. Prereq. BIOL 105, GEOL 101, ENSCI 100, and 200 or permission of instructor. CHEM 113 (lecture and lab) highly recommended. A basic understanding and appreciation of microbial processes that may be applicable to students interested in geology, ecology, and environmental science. It covers the fundamental aspects of microbial biology and ecology with a particular emphasis on the roles of microorganisms in sustaining the web of life and earth systems. Specific areas of focus include microbial energetics and yield, enzymes and growth, cell structure and physiology, metabolic and genetic regulation, microbial/environmental interactions, and biogeochemical cycles. The study of microbial diversity and activity will be tightly coupled to the concept of Earth as a dynamic system.

### Capstone Course

**ENSCI 373W. Environmental Problem-Solving.** 3 lec. hr.; 3 cr. Prereq.: Open to environmental science and environmental studies seniors or to environmental science or environmental studies majors by permission.

A simulation of actual environmental problems and case histories that utilize interactive, self-directed investigations by student teams; oral and written presentations in mock environmental hearings are required.

### Advanced Courses

**ENSCI 377. Atmosphere-Biosphere Interactions.** 3 hrs, 3 cr. Prereq.: One of ENSCI 100, GEOL 101, or BIOL 105; one of PHYS 121.1/121.4 or PHYS 145.1/145.4 or CHEM 113.1/113.4 or MATH 141 or MATH 151. A basic understanding of the role of the terrestrial biosphere in climate systems, cycling processes of energy, water, and greenhouse gases. Students will learn to identify environmental problems and suggest solutions that are related to anthropogenic carbon pollution.

**ENSCI 380. Field Environmental Hydrology.** 3 wk.; 3 cr. Prereq.: ENSCI 111 or GEOL 100 or 101, or permission of the instructor. Application of the latest techniques for sampling, monitoring, and evaluating groundwater and surface-water systems. Particular consideration will be given to drainage basin analysis, aquifer testing, selected geophysical techniques, and hydrological software application. Offered in the summer. Requires one-week residence in field camp or dormitories.

**ENSCI 383. Special Topics in Environmental Science.** 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**ENSCI 384. Special Topics in Environmental Science.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**ENSCI 391, 392, 393. Special Problems in Environmental Science.** ENSCI 391, 1 lec. hr.; 1 cr., ENSCI 392, 2 lec. hr.; 2 cr., ENSCI 393, 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The student works on a research problem under the supervision of a member of the faculty. May be repeated for a maximum of 9 credits.

**ENSCI 395, 396, 397. Internship in Environmental Science.** Prereq.: Advanced standing and permission of the department. ENSCI 395, 45 hr. placement; 1 cr. ENSCI 396, 90 hr. placement; 2 cr. ENSCI 397, 135 hr. placement; 3 cr. The student completes a 15-week internship directly related to the environmental sciences at a private company, government agency, or non-profit institution under the supervision of a SEES faculty member. Credits are based on the number of weekly internship hours. This course may be repeated for a maximum of 6 credits. However, if repeated, each of the internships must be unique. Only 3 credits from an internship may be applied to the ENSCI major or minor requirement.

## ENVIRONMENTAL STUDIES COURSES

**ENSTD 383. Special Topics in Environmental Studies.** 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**ENSTD 384. Special Topics in Environmental Studies.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**ENSTD 391, 392, 393. Special Problems in Environmental Studies.** a 391, 1 lec. hr.; 1 cr., ENSTD 392, 2 lec. hr.; 2 cr., ENSTD 393, 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The student works on a research problem under the supervision of a member of the faculty.

# Economics

*Chair:* David Gabel

*Acting Chair:* Tao Wang

*Asst. Chair for Economics:* Zadia Feliciano

*Asst. Chair for Business:* Tao Wang

*Asst. Chair for Quantitative Economics:* Suleyman Taspinar

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718-997-5440; Fax 718-997-5466

*Professors:* Belfield, Devereux, Feliciano, Gabel, Hendrey, Ortega, Rodriguez-Planas, Thurston, Wang; *Associate Professors:* Arroyo Abad, Candelo Londoño, Esteban-Pretel, Nix, Peñaranda, Roff; *Assistant Professors:* Shih, Taspinar; *Distinguished Lecturer:* Courtadon; *Lecturers:* Bradbury, Marest, Marshall, Withanachchi; *Adjunct Professor:* Malin; *Adjunct Associate Professors:* Li, Rezvani, Zhao; *Adjunct Assistant Professors:* Balsam, De Balanzo, Gurwitz, Hwang, Liu, Ma, Myrthil, Ntoko, Paizis, Silatchom, Ward; *Adjunct Lecturers:* Abreu, Asif, Chen, Debora, Deur, Hull, Joseph, Michel, Mitchell, Talisse, Wagner, Wang, Wayman, Weinman, Wu Lohez, Yoo, Zhang; *Graduate Teaching Fellows:* Aksu, Dvalishvili, Guo, Kwon, Lopez Camara, Pourebrahimi Andouhjerdi; *Distinguished Professor Emeritus:* Riskin; *Professors Emeritus:* Dohan, Edelstein, Eilbott, Franklin, Gram, Greenfield, Kaufman, Levenson, Roistacher, Tabb; *Administrative Staff:* Acosta, Marin, Nieves

*Majors Offered:* BA in Economics (State Education Code 26458); BS in Quantitative Economics (State Education Code 38958); BBA in Finance (State Education Code 27978); BBA in International Business (State Education Code 27979); BBA in Actuarial Studies (State Education Code 27980)

## Why Study Economics?

Economics is a social science that seeks to develop a broad understanding of how an economic system operates on both the microeconomic level of individual markets and on the macroeconomic level of economy-wide aggregates. Traditionally, economists have studied the production, consumption, and distribution of goods and services. Important topics include the role of prices, competitive markets, monopolies, economic growth, the business cycle, trade, and income inequality. More recently, economists have studied new issues including fertility decisions, voting behavior, the effects of legal systems on economic growth, the existence of ghettos, the impact of education policies on labor market outcomes, and the impact of technology on individuals and businesses.

## The BA in Economics and BS in Quantitative Economics Options

*The BA in Economics* major allows students to acquire skills in economic theory, statistical methods, and critical thinking to understand consumer and firm behavior and evaluate the impact of economic policy. Our majors learn skills that allow them to work successfully in government, financial services, insurance, business, and health administration. Courses in economics prepare students for graduate work in economics, business, and public administration and for professional schools such as law, journalism, and social work. Majors in economics are also able to prepare to teach economics or social studies on a secondary level.

*The BS in Quantitative Economics* is a STEM-eligible program for students interested in developing strong quantitative skills through course work in economics, mathematics, and computer science. It is recommended for students interested in careers that require data-intensive analysis in economics, business, or finance, and for those planning graduate studies in economics or who wish to engage in careers in economic research.

## ALL ECONOMICS MAJORS

- Majors are required to file a concentration form during or before their junior year. All majors must see a department advisor before enrolling in courses beyond ECON 101 and 102.
- Economics majors who have not completed ECON 201 and 202 by the start of their junior year must take ECON 201 and 202 during their junior year. If neither ECON 201 nor 202 has been taken at the start of the junior year, at least one must be taken during the student's first semester as a junior. If one of the two courses has been completed before the start of the junior year, the second course must be taken during the first semester of the junior year.

### The BA in Economics Major

See the box on page 177 for the specific requirements for the major.

### The BS in Quantitative Economics Major

See the box on page 177 for the specific requirements for the major.

### Joint Major in Economics and Accounting

Students majoring in accounting may also receive a major in economics by completing 30 credits in the latter. All the economics courses required for the accounting degree may be included for the concentration in economics. ECON 202 or 225, 201 or 226, and 382 must be part of the 30 credits in economics.

## THE ECONOMICS MINOR

See the box on page 177 for the specific requirements for the minor. Students should consult with a faculty advisor and complete a concentration form as soon as they have decided to minor in economics.

## DEPARTMENT AWARDS

The Economics Department offers the following awards: the *Mary E. O'Connor Scholarships*; the *Economics*



## ECONOMICS

*Department Faculty Award*, given for outstanding contribution in the classroom; the *M. Anne Hill Award*; the *need-based Michael Dohan Scholarship*; the *Henry S. Miller Award*, given to a graduating economics major who has contributed the most distinguished service in advancing the department's professional interests; the *Matthew Simon Memorial Award*, presented to a graduating senior who has concentrated in economics and achieved a record of superior scholarship in the field (preference will be given to students who are planning graduate work in economics); and the *William Withers Award*, given to a graduating economics major who has demonstrated outstanding scholarship, creativity, and intellectual curiosity.

### Honors in Economics

The Economics Department has two honors options for Economics majors: Honors in Economics and High Honors in Economics. The Honors in Economics program requires that students maintain a 3.5 average or better in all economics and business courses. High Honors in Economics requires that students (1) take ECON 392W; (2) write a senior thesis in conjunction with ECON 392W; (3) maintain a 3.5 average or better in all economics and business courses; and (4) obtain an A– or better in ECON 392W (or 392W plus 134W or 135W).

### Honors in Finance/International Business/Actuarial Studies for Business

Honors in Finance/International Business/Actuarial Studies requires that students maintain a 3.5 average or better in all courses taken for Finance/International Business/Actuarial Studies for Business Majors.

### High Honors in Finance/International Business

High Honors in Finance/International Business requires that students (1) maintain a 3.5 average or better in all courses taken for Finance/International Business/Actuarial Studies for Business Majors, and (2) earn an A– or better in BUS 392W.

### High Honors in Actuarial Studies for Business

High Honors in Actuarial Studies for Business requires that students maintain a 3.75 average or better in all courses taken for Actuarial Studies for Business Majors.

### Economics Honor Society

Economics or business students with a GPA of 3.3 or better can join the college's chapter of the International Honor Society in Economics, Omicron Delta Epsilon.

### Economics and Business Club

All Economics and Business students may join this club. Students meet during the semester and participate in workshops, business presentations, academic panels, and field trips.

### Fed Challenge

Interested students can participate in the Annual Fed Challenge, a college-level competition designed to promote a greater understanding of how the Federal Reserve Bank System develops and implements U.S. monetary policy. A Queens College team will be selected and prepared for the competition. For more information, please contact Professor Luc Marest.

## BACHELOR OF BUSINESS ADMINISTRATION

Queens College offers students the opportunity to pursue a Bachelor of Business Administration (BBA) degree. The BBA provides a solid business education that responds to the demand of employers for specific quantitative and technological competencies. Data analysis and spreadsheet modeling play a central role in our integrated curriculum. Teamwork and group projects are also critical ingredients that help ensure that graduates have sufficient practice in communicating ideas so they will appear both polished and poised. The strong liberal arts courses at the college help build the foundation of character needed for graduates to respond ethically to the pressures of business life.

The BBA programs give students a firm foundation for success in today's highly competitive global business environment, as well as for success in graduate study in business and other areas, such as law. Students are trained not just in narrowly defined "business" disciplines. Instead, they learn to communicate both orally and in writing; they are prepared to take advantage of developing technology; and educated to deal with an increasingly integrated world. This means understanding the development of regional economies, such as the European Union and Eastern Europe and the economies of Africa, Asia, and Latin America. It means understanding the relationship between the developed and the developing worlds. It also means understanding the impact of economic and demographic diversity on business and markets.

### Admission to the BBA Program

Students may apply to any of the business majors upon completion of ACCT 101 and 102, and ECON 101 and 102, each with a grade of C– or better, and with an average in those courses of B– (2.7) or better. Due to the high demand for the BBA program, students are likely to need an average of a B+ (3.3) or better in those four courses in order to be admitted to the program. Transfer students may apply to the business majors if they have completed the equivalent courses at their original institution and can demonstrate that they have met the grade requirement. No more than 21 transferred credits may be applied toward the requirements for the chosen concentration (business fundamentals and concentration courses). A grade of C– or better must be earned in any transferred courses.

### Trading Competition

The Trading Competition allows students to engage in hands-on trading using a real-world trading platform. BBA, Economics, and all Queens College students are welcome to participate. For more information, please contact Professor Luc Marest.

## REQUIREMENTS FOR THE MAJOR IN ECONOMICS (MAJOR CODE ECON-BA)

**Required: 33 credits**

■ MATH 131 or the equivalent and at least 33 credits in economics and business courses (exclusive of ECON 151, 253, 254, 258, and 370, and 393 and BUS 385 and 393 and inclusive of RM 705). ECON 101 or 103, 102 or 104, 202 or 225, 201 or 226, and 249 and 382 are required of all majors. Transfer students must take at least 18 credits of economics at Queens College. All students must have at least a *C* average in each of MATH 131, ECON 101 or 103, ECON 102 or 104, ECON 202 or 225, ECON 201 or 226, ECON 249, and ECON 382. A combined average of *C* must also be obtained in the above 7 courses plus the four required electives. Only courses taken at Queens College are included in these averages. All courses for the major, plus MATH 131 or equivalent, must be passed with a letter grade of *C*– or higher (no *P/NC* option). The *P/NC* option may not be utilized for any course required for the economics major, including MATH 131 or the equivalent.

■ Students who are planning to major in economics should take MATH 131 or its equivalent as early in their economics major as possible because MATH 131 or its equivalent is a prerequisite for two required courses, ECON 202 and 249. Equivalent for MATH 131 include MATH 141, 151, 157, or an AP calculus score of 3 or better for Calculus AB or BC.

ECON 100, 101, and 102, 103, and 104 may be used to fulfill the Social Sciences General Education Perspectives requirement.

## REQUIREMENTS FOR THE MINOR IN ECONOMICS (MINOR CODE ECON-MIN)

**Required: 21 credits**

■ MATH 131 or the equivalent and 18 credits in economics including ECON 101 or 103; 102 or 104; two of the following courses: ECON 202 or 225, 201 or 226, or 249; and two additional economics or business courses. At least 12 of these credits must be taken at Queens College.

■ A *C* average is required for all economics courses applied to the minor and in ECON 101 or 103, 102 or 104, and the two courses chosen from ECON 202 or 225, 201 or 226, and 249. All courses for the minor, plus MATH 131 or equivalent, must be passed with a grade of *C*– or higher. (Courses completed with the *P/NC* option may not be applied to the minor.)

*Note:* Electives for the major or minor must be at or above the 200 level (exclusive of ECON 393 and BUS 393 and inclusive of RM 705).

## REQUIREMENTS FOR THE QUANTITATIVE ECONOMICS MAJOR (MAJOR CODE ECON-BS)

**Required: 48 or 51 credits**

Average for all courses: 2.7. Minimum grade in all courses: *C*–. Maximum transfer credits: 15.

MATH 141, 142, 143 (or MATH 151, 152 or MATH 157, 158)  
MATH 231  
ECON 101 or 103  
ECON 102 or 104  
ECON 201 (Prereq. ECON 101)  
ECON 202 (Prereq. ECON 102, and MATH 141 or 151)  
MATH 241 (Prereq. MATH 143 or 152)  
ECON 382 (Prereq. MATH 241)  
ECON 387 (Prereq. ECON 382)  
CSCI 87 or 111  
ECON 392W or BUS 392

### Four Electives

One 200 level Economics or Business Course  
Three 300 level Economics or Business courses (exclusive of BUS 341W and 344)

## REQUIREMENTS FOR ALL BBA STUDENTS

### Business Fundamentals: 42 credits

ACCT 101, 102, and 261 (or 367); BUS 241, 243, 247, and 384 (or ECON 382); CSCI 48;  
ECON 101, 102, and 249 (or MATH 241\*); MATH 131\*\* (or 141, or 151, or 157).

### Social and Ethical Aspects of Business Ethics

PHIL 160 (3 credits)

### Communication

BUS 160W (3 credits)

*Note:* All courses in Business Fundamentals, Society and Ethics, and specialization courses taken for the BBA must be completed with a letter grade to be counted for the major. *P/NC* grades will not be accepted.

\*Actuarial concentration students must take MATH 241.

\*\*Cannot be applied to Actuarial concentration.

## ADDITIONAL REQUIREMENTS FOR THE FINANCE MAJOR (MAJOR CODE FINAN-BBA; CONCENTRATION CODE FIN-CORP)

### Globalization & Environment (two courses, 6 credits)

List of electives available from the Economics Department or on the BBA website.

## Corporate Finance Concentration: 15 credits

**Required:** BUS 341W.

## TWO ELECTIVES FROM GROUP 1:

BUS 350 – Investment Analysis  
BUS 351 – Financial Markets  
BUS 352 – Investment Management  
BUS 353 – Options and Futures Markets or  
RM 705 – Risk Transfer to Financial Markets

## TWO ELECTIVES FROM GROUP 2:

ECON 201 – Intermediate Macro  
ECON 215 – Money and Banking  
ECON 229 – History of International Business and Finance  
BUS 354 – Multinational Financial Management  
BUS 356 – Applied Financial Analysis or  
RM 711 – Applied Financial Analysis  
BUS 386 – Financial Econometrics

## ADDITIONAL REQUIREMENTS FOR THE INTERNATIONAL BUSINESS MAJOR (MAJOR CODE INTLB-BBA; CONCENTRATION CODE 10B)

**Required: 15–21 credits**

ECON 202 or 225, 201 or 226, 326 and 328.

### One Elective

Chosen from BUS 255 (or ACCT 355) and BUS 354; ECON 207, 208, and 229.

**Area Studies** (two courses, 6 credits): PSCI 230, 233, 234, 235, 238, 239, 240, 257, 258, 269, 252; HIST 145.

## ADDITIONAL REQUIREMENTS FOR THE ACTUARIAL STUDIES FOR BUSINESS MAJOR (MAJOR CODE ACTST-BBA)

**Required: 20–22 credits**

ECON 225 and 226; BUS 341W; MATH 152 (or MATH 142 and 143), 201, and 242.

### Recommended

MATH 116 (prior to taking BUS 241), 271 (1 credit), and 272 (1 credit); BUS 350, 352, and 353.

### Globalization & Environment (two courses, 6 credits)

List of electives available from the Economics Department or on the BBA website.

*Note:* Actuarial majors need not take ECON 382 or BUS 384.

## ECONOMICS

### Clubs and Activities

The Economics and Business Club, Economics Honor Society, and Fed Challenge are all open to BBA students.

### Requirements for the BBA

The specific requirements for the BBA degree are described in the box on page 177. All students wishing to earn a BBA must take the Business Fundamentals courses listed, as well as the courses listed under Social and Ethical Aspects of Business, and all must satisfy the Liberal Arts and General Education Requirements for Queens College. In addition to all general Queens College requirements, students must have completed all requirements for the appropriate major, as specified below and must have a grade-point average in their chosen major of *B– (2.7)* or better in courses taken for the major at Queens College. All courses required for the major must be completed with a grade of *C–* or better. All courses in business fundamentals, society and ethics, and concentration courses taken for the BBA must be completed with a letter grade to be counted for the major. *P/NC* grades will not be accepted.

### Choosing a Major in the BBA

The BBA offers three majors: Finance, International Business, and Actuarial Studies for Business. Requirements for each of these majors are listed in the box on page 177.

### The BBA in Finance

Technological changes in the workplace have dramatically changed what employers expect of new college graduates. Students wishing to pursue a career in finance must be able to answer job interview questions about capital structure, the CAPM, regression analysis, forecasting, and stock market efficiency. Finance professionals are assumed to know how to work with financial models using Excel and VBA. The BBA degree in finance will help you master the skills investment banks, commercial banks, consulting firms, and other businesses desiring financial expertise demand of their employees. Students

who choose the finance major will gain an understanding of the basic concepts involved in financial decision-making.

The curriculum provides students with opportunities to practice what is taught through real-world applications based on spreadsheet modeling, forecasting, regression analysis, and firm valuation. The major prepares students for future graduate study in business, as well as equipping them to gain the business experience necessary to pursue a graduate degree.

Students choosing the Corporate Finance Concentration take three core courses in finance, which provide them with the essential skills needed to pursue careers in finance, and then choose among a wide set of electives that range from studying options and futures markets to international finance to multinational corporations. This concentration prepares students for such positions as financial service representative or financial manager.

### The BBA in International Business

Today's marketplace is described in global terms, and the American business community has expanded its horizons correspondingly. The BBA in International Business prepares graduates to deal effectively with the complexities of global business environments. It combines the dynamics of multinational and multicultural business environments and the challenges of managing cultural diversity with creative problem solving, team building, presentation skills, strategic planning, and the use of computers to solve business problems. The program provides training for careers in corporations with a global orientation, particularly multinational corporations, export-import firms, banks, transportation and logistics, and government and international agencies involved in international trade, finance, and economic development.

### The BBA in Actuarial Studies for Business

This major prepares students for a career path in the insurance industry, as well as for a series of actuarial examinations. These examinations test an individual's

competence in probability, calculus, statistics, and other branches of mathematics. The first few examinations allow students to evaluate their potential as actuaries. The Actuarial Studies major helps them to prepare for the first of these examinations, and teaches them the skills that will be necessary to progress through the more advanced examinations. Students also gain business skills through the business fundamentals courses.

## COURSES

### ECON 100. Economics and Society. 3 hr.;

3 cr. A course designed for the nonmajor who wishes an introduction to economic reasoning and policy-making. The major concepts of modern economics will be discussed along with applications of the theory to important contemporary problems such as inflation, recession, productivity, income distribution, economic concentration, and the U.S. role in the world economy. Accounting majors should take ECON 101. Not open to students who are enrolled in or who have received credit for ECON 101. (SS, US) Fall, Spring

### ECON 101. Introduction to Macroeconomics.

3 hr.; 3 cr. Prereq.: High school algebra and trigonometry. Covers the nature and methods of economics and survey of major economics problems; the determinants of national income and output, the price level, and employment; the role of money and banking in the economy; and the role of the government's fiscal and monetary policies. May not be taken for credit if ECON 103 has already been taken. (SS, US)

### ECON 102. Introduction to Microeconomics. 3 hr.;

3 cr. Prereq.: High school algebra and trigonometry. How decisions are made by the consumer and producer sectors of the economy and the interactions between the two sectors; the process of resource allocation and income distribution within a free enterprise economy as well as alternative market structures such as monopoly, oligopoly, and monopolistic competition; and the effects of various

## ECONOMICS

government policies on the allocation of resources and the distribution of income. May not be taken for credit if ECON 104 has already been taken. (SS, US)

### **ECON 103. The Global Economy.** 3 hr.; 3 cr.

The impact of globalization on consumers, workers, the structure of production, markets, and government and international regulation and economic strategies; the determinants of economic growth and development, the nature of international trade and finance, as well as the phenomena of inflation and unemployment; the changing structure of selected national economies. The course may not be taken for credit if ECON 101 has already been taken.

### **ECON 104. The Market Society.** 3 hr.; 3 cr.

A topic-focused, problem-solving course on micro-oriented applications of economic reasoning. The laws of supply and demand are introduced in a framework that concentrates on how firms, consumers, investors, and the government interact to produce relevant economic outcomes. Specific topics explored are instructor-specific; please check the syllabi of the relevant faculty for details. The course may not be taken for credit if ECON 102 has already been taken.

**ECON 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and the Economics Writing Tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

### **ECON 135W. Economics Writing Workshop.**

1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and the Economics Writing Workshop

satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

### **ECON 201. Macroeconomic Analysis.** 3 hr.; 3 cr.

Prereq.: ECON 101 or 103 and 102 or 104. National income measurement; macroeconomic theories of income, employment, prices, and interest rates; public policies for growth and stabilization. This course cannot be taken for credit if ECON 226 has been taken (see also ECON 226). Fall, Spring

### **ECON 202. Price Theory.** 3 lec., 1 lab. hr.; 3 cr. Prereq.:

ECON 101 or 103 and 102 or 104, and MATH 131 or the equivalent. Familiarizes the student with the technical tools of economic analysis. Covers price, input and output decisions of the business firm; the forces behind supply of and demand for the product of the firm and industry; and the factors determining the distribution of income. This course cannot be taken for credit if ECON 225 has been taken (see also ECON 225). Fall, Spring

### **ECON 203. Development of Economic Thought.**

3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the instructor, and ENGL 110. Traces the evolution of economic doctrines both in their institutional context and with reference to central issues that are of present-day significance.

### **ECON 204. International Political Economy.**

3 hr.; 3 cr. Prereq.: ECON 101 or 103. The important conceptual frameworks for considering the international political economy starting with mercantilism and ending with issues of international financial governance regime theories. Questions of property rights, state-market tensions, global public goods and bads, foreign direct investment and debt, structural adjustment programs and the creation of new financial architecture along with an examination of global economic governance institutions such as the International Monetary Fund, the World Bank, and the World Trade Organization will be considered in the light of different approaches to the international political economy.

### **ECON 207. Comparative Economic and Financial Systems.** 3 hr.; 3 cr. Prereq.:

ECON 101 or 103 and 102 or 104, and ENGL 110. Despite the evolution of many world economies toward the market system and privatization, the major differences—formal, cultural, and informal—in the financial, legal, accounting, social, and economic institutions, ownership, business practices, and economic policy-making in both the transitioning economies and the world's major economies pose major challenges for international business decision-making and cause major differences in economic performance, income distribution, growth, and efficiency of these economies. This course analyzes these components of an economy within a decision-making information-motivation framework. Examples will be drawn from a number of economies including U.S., EU, Russia, Mexico, China, and Pakistan. Of particular interest are macroeconomic institutions, monetary and fiscal policy, relationships to the world economic organizations as well as the internal political and legal framework that influences privatization, market structures, competition and comparative internalization of social costs. Also examines the impact of systems and the political and social relationships in the behavior of economic institutions.

### **ECON 208. The Process of Economic**

**Development.** 3 hr.; 3 cr. Prereq.: ECON 102 and ENGL 110. The causes of differences in the levels of economic performance among countries; major theories of economic development; policies for economic development.††

### **ECON 210. Transformation of Economic**

**Systems.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. This course is concerned with the breakup and reconstitution of economic systems from antiquity to the present. The emphasis will be on primitive, feudal, and contemporary underdeveloped economies.††

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**ECON 211. Economics of Asia.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the department, and ENGL 110.††

**ECON 212. Economic Problems of Latin America.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the department, and ENGL 110.

**ECON 213. Economics of the Labor Force.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. Theoretical and public policy issues relating to wage determination, labor markets, the labor force, wages, prices, productivity, employment, human resources, and income maintenance.

**ECON 214. Economics of Organized Labor.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. Includes collective bargaining in the public and private sectors and labor problems of minorities.††

**ECON 215. Money and Banking.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104. Description and analysis of monetary and banking principles and institutions.

**ECON 218. The Economics of State and Local Finance.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. Such topics as the demand for government services, intergovernmental fiscal relations, the distribution of various public services within and between governmental jurisdictions, governmental budgeting processes, and sources of revenue.

**ECON 219, 219W. Economics of Class, Race, and Sex.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103, and ENGL 110. This course is concerned with theoretical and historical explanations of stratification by class, race, sex, and ethnicity. Specifically, it is concerned with explaining differential rates of progress among ethnic groups; the economic position of the black population versus the white one; black/white males vis-à-vis black/white females; and finally, males and females.

**ECON 220. Consumer Economics and Personal Finance.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. This course covers personal financial planning, consumer decision-making, present value theory, money management, and credit. Specific topics include: income taxes, investing and portfolio management, risk management (insurance), pensions, long-term family and estate planning, and the problems of information and transaction costs. Includes the use of computer spreadsheets to solve various case problems.††

**ECON 221. The Economy of Greece.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. This course will focus on the postwar structure and performance of the Greek economy. An examination of overall growth as well as growth of the agricultural, industrial, and service sectors will be pursued, taking into account the private-versus-public sector dichotomy. Special consideration will be given to external economic relations of Greece, its membership in the EEC, and balance of payments problems. The structural effects of external relations upon domestic development will be traced, dealing, for example, with migration and income distribution.††

**ECON 222. European Economic History since 1750.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. Emphasizes the processes and repercussions of industrialization.

**ECON 223, 223W. The Development of the American Economy to 1914.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110.

**ECON 224. American Economic History since 1914.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110.

**ECON 225. Price Theory (Mathematics Emphasis).** (formerly ECON 205M) 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and MATH 132 or 143 or 152. Identical to ECON 202,

except taught with a greater use of mathematical tools. Recommended for students planning to do graduate work in economics and business. This course cannot be taken for credit if ECON 202 has been taken.††

**ECON 226. Macroeconomic Analysis (Mathematics Emphasis).** (formerly ECON 206M) 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and MATH 132 or 143 or 152. Identical to ECON 201 except taught with a greater use of mathematical tools. Recommended for students planning to do graduate work in economics and business. This course cannot be taken for credit if ECON 201 has been taken.††

**ECON 228, 228W. The Economics of the Environment.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the instructor, and ENGL 110. The economic causes of environmental problems and the problems encountered in estimating the economic cost of environmental damages. Application of economic theory to establish the conditions for the best use of the environment, and to evaluate economic costs and benefits of current regulatory policy.††

**ECON 229. History of International Business and Finance, 1850 to the Present.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104. This course will study the evolution of typical international business and financial structures and their performance through readings and lectures on international enterprise and national economic histories from the first era of globalization to the present. The business of export-import, financing trade and international investment, and multinational enterprise will be covered. Other topics will include the evolution of international monetary systems, trade regulation, and the size of the international economy.

**ECON 230, 230W. Women's Issues in Economics.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. Includes discussion of

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participation of women in the labor force; distribution of women among occupations; work outside the marketplace and in the home; wage differentials between men and women; and government policies that affect the economic position of women.††

**ECON 231. Economic Development of China.** 3 hr.; 3 cr. Prereq.: MATH 131 and ECON 101 or 103 and ECON 102 or 104 and ENGL 110. This is a basic survey course on China's economic development from a historical perspective. After a short review of some of China's pre-1949 economic history, the course focuses on the People's Republic, with roughly half the semester devoted to the period of Mao's leadership (1949–1976) and the balance devoted to the post-Mao period of reform and transition to a market economy (1978–present).

**ECON 232. Economics of Climate Change.** 3 hr.; 3 cr. Prereq.: ECON 102 or 104. Description of economic effects of climate change. Theory of externalities. Benefit-cost analysis and intergenerational accounting. Methods of economic valuation. Economic policies to address consequences of climate change.

**ECON 233. Globalization Now and Then.** 3 hr.; 3 cr. Prereq.: ECON 101 and 102. Globalization from a historical perspective: the forces driving globalization, the forces slowing it down, and its effects on the world economy. In the first part of the course, students learn framework models of economic growth, trade, and institutional development. The second part takes them through the changes in the flows of goods, services, capital, and people across borders over the past five centuries. In the third part, the course examines the effects of globalization on human capital accumulation, violence, and inequality.

**ECON 242. Regulation of American Business.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. The origin, evaluation, and present pattern of government regulation of business; the organization of industry; antitrust and the promotion

of competition and prevention of monopoly and public regulation; public policies in natural resource and environmental conservation.††

**ECON 245. Economics of Technology, Media, and Telecommunications.** 3 hr.; 3 cr. Prereq.: ECON 100 or 102. The origin, evaluation, and present pattern of government regulation of the media, telecommunications, and high-tech industries, and the impact of these regulations on their industries.

**ECON 246. Urban Economics.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and ENGL 110. The microeconomics of U.S. urban development patterns from the industrial revolution to the present. Decentralization of economic activity and population; the resulting urban problems and possible solutions to these problems.

**ECON 249. Statistics as Applied to Economics and Business.** 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 101 or 103 and MATH 122 or 131, 141, 151, or 157. The topics covered are descriptive statistics, elementary probability theory, sampling statistical inference, estimation, and simple correlation and regression. (Not open to students with credit for MATH 241, which will be accepted in lieu of ECON 249.) Fall, Spring

**ECON 260. Economics of Health and Income Maintenance Programs.** 3 hr.; 3 cr. Prereq.: ECON 101 and ECON 102. The main emphasis is on the United States; comparisons with other countries may also be included.

**ECON 301. The Economics of CryptoAssets.** 3 hr.; 3 cr. Prereq.: ECON 201 or 215. The application of economic principles to provide a comprehensive overview of blockchain technology and cryptocurrencies. Topics considered include the basics of bitcoin and blockchain technology, a taxonomy of cryptoassets, valuation framework for cryptoassets, cryptotokens as micropayments, governance issues, and the democratization of entrepreneurship and innovation through digital tokens.

**ECON 317. Public Finance.** 3 hr.; 3 cr. Prereq.: ECON 202 or 225, and ENGL 110. Such topics as government expenditures, distribution of the tax burden, equity in taxation, tax competition, and the national debt.

**ECON 326. International Economics.** 3 hr.; 3 cr. Prereq.: ECON 202 or 225. An introduction to the theory of international trade and to empirical tests of trade theory.

**ECON 327. The Political Economy of the European Union: Past, Present, Future.** 3 hr.; 3 cr. Prereq.: ECON 328 or permission of the instructor. The objective of the interdisciplinary seminar on the European Union is to analyze the interaction of economics and politics between the European Union and the member states in the context of policy-making and policies in several key areas. The focus is on EU-state interaction in the policy-making process, especially in the economic area.

**ECON 328. International Finance.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and 201 or 226, and ENGL 110. An analysis of the economics of balance of payments, the foreign exchange market, international liquidity and adjustment problems, exchange rate systems and their influence on internal and external balance, international financial institutions, international capital movements, and financial problems of economic integration.

**ECON 340. Industrial Organization.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, ECON 202; plus MATH 131 or equivalent, and ENGL 110. The economic functions of business firms; the theory and practice of internal organization of firms; market structure and performance of competitors, oligopolists, etc., and their effects on economic welfare; business as a social and political institution; the large firm in a mixed economy.

**ECON 382. Introduction to Econometrics.** 3 lec., 1 lab. hr.; 3 cr. Prereq.: MATH 131 or equivalent and ECON 249 or equivalent. This course will begin

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with a review of statistics and hypothesis testing, then introduce simple and multiple regression techniques; the estimation of regression using ordinary least squares; inference; and the use of spreadsheets and statistical software to estimate economic models.

**ECON 383, 383W. Seminar in Selected Studies in Economics.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and permission of the department, and ENGL 110. Subject varies with the instructor and the year. May be repeated for credit provided the topic is different.<sup>††</sup>

**ECON 387. Advanced Econometrics.** 3 hr.; 3 cr. Prereq.: ECON 382. The second semester of undergraduate econometrics, ECON 382. The objective is to build on the regression analysis of the first semester (ECON 382) and introduce a number of important extensions: time series, panel data, limited dependent variable models, instrumental variable methods, and simultaneous equations models. Upon completion of the course, students will be ready to read and produce high quality empirical research work using econometric techniques.

**ECON 390, 390W. Research Methods in Economics.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103, 102 or 104, 202 or 225, 201 or 226, and 249. Class size is limited to 20. Required of honors students. The purpose of this course is to teach students some research methods in economics, including data sources, presentation and interpretation of data, organization writing, editorial revision, and oral presentation of brief research memos, a major research paper, use of literature searches, government documents, and computers to access data banks, and introduction to computer-based modeling.

**ECON 391, 391W. Special Problems.** ECON 391.1–391.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department and ENGL 110. Recommended for students of high standing who want to do special individual research in economics under the guidance of an instructor. (A student may receive credit only once for courses in the ECON 391.1–391.3 series.)<sup>††</sup>

**ECON 392W. Honors Seminar.** 3 hr.; 3 cr. Prereq.: ECON 201 or 225, ECON 201 or 226, and ECON 382 or BUS 384. Students must have a *B* or above in their economics courses. This class is required for high honors students in economics. Class size is limited to 20. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision for economists.

**ECON 393. Internship for Economics.** 3 hr.; 3 cr. Prereq.: Completion of 60 credits including ECON 101 or 103 and 102 or 104 and two additional economics courses. Economics majors are given the opportunity to do a supervised internship in an appropriate corporate, not-for-profit, research organization, small business or governmental organization. Internships are subject to the approval of the internship director, and approval must be sought a minimum of one month prior to the internship. The internship should be a minimum of 8 hours per week for 15 weeks. Students must meet periodically during the internship with the internship director. The student must write a report on his or her internship. While the department will endeavor to find an appropriate internship, often in the not-for-profit sector, students may also locate a potential internship and submit it to the internship director for approval.

## BUSINESS COURSES

**BUS 105. Economic Foundations.** 3 hr.; 3 cr. Prereq.: MATH 131, or 141, or 151. Economic principles and relationships that serve as the foundation for many of the valuation tools used in finance. The first half of the course develops the microeconomics behind classic valuation theory, equilibrium pricing, and decision-making under uncertainty. The second half covers topics in international macroeconomics including interest rate determination and monetary policy, foreign exchange rates, money and banking, and international capital flows and financial crises.

**BUS 160W. An Introduction to Business Writing.** 3 hr.; 3 cr. Prereq.: ENGL 110. Emphasis on basic writing principles covering planning, analysis of audience and purpose, generating and organizing ideas, grammar, the use of drafts, and effective presentations with applications to the types of documents used by finance professionals. Specific topics include effective writing for resumes, letters, memos, and reports, as well as guidelines for professional email correspondence. The final writing project requires an oral presentation.

**BUS 241. Corporation Finance.** 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 102. An analysis of the major funds flows of the firm. Development of the principles for determining specific assets a firm should acquire, as well as the least-cost methods of financing those assets. Topics considered include the management of cash, inventories, receivables, and fixed assets; alternative sources of available funds, including short-, intermediate-, and long-term sources of financing; the cost of capital; optimum capital structure; and corporate dividend policy. Fall, Spring

**BUS 243. Economics of Distribution and Marketing.** 3 hr.; 3 cr. Prereq.: ECON 102 and BUS 160W. Functions, structure, and cost of the system of distribution of goods and services. Emphasizes the dynamic character of marketing and the major problems encountered at every stage of the distribution process. Merchandising and sales promotional activities, price policies, selection of channels of distribution.

**BUS 247. Business Economics.** 3 hr.; 3 cr. Prereq.: ECON 102. The application of economic principles to the problems of business decision-making. Topics considered include decisions under risk and uncertainty; economic forecasting; estimation of demand and cost functions; price strategy under monopoly, oligopoly, and competition; diversification and conglomeration; and productivity analysis in worker and executive compensation.



**BUS 250. Financial Statement Analysis for Non-Accountants.** 3 hr.; 3 cr. Prereq.: ACCT 201. This course is designed for non-accountants who want to learn financial statement analysis. The student will be exposed to the various analytical approaches in evaluating a company's balance sheet, income statement, and statement of cash flows. The course covers key ratios in ascertaining a business entity's liquidity, solvency, profitability, asset utilization, return on investment, earning potential, and risk. The knowledge gained will allow for more informative credit, investment, business, and audit decisions. (Not open to accounting majors.)

**BUS 255. International Accounting for Non-Accountants.** 3 hr.; 3 cr. Prereq.: ACCT 102. The course is designed for non-accountants such as those majoring in business administration. The course emphasizes the international business context of international accounting and financial decision-making. We discuss the accounting and reporting for multinational companies, current international accounting issues facing the business world, comparative international analysis, international segment reporting, and other related topics.

**BUS 341W. Intermediate Finance.** 3 hr.; 3 cr. Prereq.: BUS 160W, BUS 241, and ECON 249, or permission of the instructor. Open to BBA majors or by permission of the department. Covers the five most important problems of modern finance at a level beyond BUS 241. These are: the relationship between risk and returns, as expressed in the Capital Asset Pricing Model and Arbitrage Pricing Theory; the valuation of debt and equity instruments; the cost of capital and optimal capital structure; capital budgeting; and dividend policy.

**BUS 344. Marketing Research.** 3 hr.; 3 cr. Prereq.: BUS 243 and ECON 249. A study of the nature of scientific research methods applied to the solution of marketing problems. Emphasis on planning projects and formulating the problem; methods of gathering data,

including applications of sampling; interpreting data; and presentation of the results. Some attention is given to a discussion of the essential features of the applied areas of motivation research, advertising research, product research, and sales research.

**BUS 350. Investment Analysis.** 3 hr.; 3 cr. Prereq.: BUS 241 or permission of the instructor, ECON 249 or equivalent, and ENGL 110. Open to BBA majors or by permission of the department. An analysis of the types of securities available in the market covering both individual and institutional portfolio analyses and management. Considers the formulation of appropriate portfolio investment objectives, techniques for achieving them, and institutional, legal, and other constraints on portfolio strategies. Impacts of macroeconomic and microeconomic activity on portfolio performance, and measures of performance are discussed.

**BUS 351. Financial Markets.** 3 hr.; 3 cr. Prereq.: BUS 241 or permission of the instructor and MATH 131 or equivalent. Open to BBA majors or by permission of the department. Survey of the United States and international money and capital markets. Emphasis is on modern institutions and practices. The course also considers the analytics and consequences of recent trading techniques.

**BUS 352. Investment Management.** 3 hr.; 3 cr. Prereq.: BUS 350. This course provides a detailed examination of portfolio management. Topics include: definition and measurement of risk, market efficiency, testing for inefficiencies, components and determinants of trading costs, mechanics of creating and managing a portfolio, and investment philosophies.

**BUS 353. Options and Futures Markets.** 3 hr.; 3 cr. Prereq.: ECON 249, BUS 241. The economic role of options and futures markets is examined. Specific topics include: determinants of forward and futures prices, option valuation using binomial trees and Monte Carlo simulation, implied binomial trees, relation between



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puts and calls, uses of options in investment strategies, hedging techniques, exotic options, applications to corporate securities and other financial instruments.

### **BUS 354. Multinational Financial Management.**

3 hr.; 3 cr. Prereq.: BUS 241. This course studies the various issues impacting multinational corporations and their international financial management. The course deals with the significance of a country's balance of payments deficits and surpluses; the markets for foreign exchange; exchange rate determination and volatility; methods to deal with currency fluctuations; currency blocs such as the European Monetary Union; the decision-making process concerning location and financing of production and investments; methods of assessing country risk; and international taxation issues.

### **BUS 355. Topics in International Business and Finance.**

3 hr.; 3 cr. Prereq.: ECON 326 and 328. This capstone course is designed to develop the student's skill in systematically analyzing and presenting solutions to various problems presented in the case studies in international business, bringing to bear the theory and information learned in the previous course. The student will write four or five "briefing papers" during the semester. Topics vary from semester to semester and include topics such as assessing barriers to trade, risk management in foreign investment, a plan for a feasibility study of setting up a plant abroad, developing a marketing plan for a foreign country, problems in evaluating foreign companies for purchase or business partner, evaluating and hedging of currency risks, and assessing political and economic policy risks.

**BUS 356. Applied Financial Analysis.** 3 hr.; 3 cr. Prereq.: CSCI 48; coreq.: BUS 341W. How to effectively utilize technology for quantitative finance. Students will use advanced features of Microsoft Excel and will write programs in Visual Basic for Applications in Finance. The focus of the course will be on the development of financial models and applications to large financial datasets.

**BUS 383, 383W. Seminar in Selected Studies in Business.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, permission of the department, and ENGL 110. Subject varies with the instructor and the year. May be repeated for credit provided the topic is different.††

### **BUS 384. Forecasting and Regression**

**Analysis for Business.** 3 hr.; 3 cr. Prereq: ECON 249 or equivalent. A survey of macroeconomic and microeconomic forecasting techniques. Emphasis will be placed on multiple regression analysis and the application of regression techniques to problems in finance and economics.

### **BUS 385. Investment Workshop.**

1 hr.; 1 cr. Prereq.: Senior standing and completion of, or coregistration with, finance courses. Course is intended to prepare students for the Level I CFA® exam.

### **BUS 386. Financial Econometrics.**

3 hr.; 3 cr. Prereq.: ECON 382 or BUS 384, and MATH 241 or permission of the instructor. Methods of empirical analysis of financial markets covering modern statistical and econometric techniques necessary for both professional and academic quantitative research in finance. Particular emphasis will be placed on measuring risk of holding and trading financial assets. Topics include: autoregressive and moving average models, ARCH, GARCH, analysis of high frequency intraday financial data.

### **BUS 391, 391W. Special Problems.**

BUS 391.1–391.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department and ENGL 110. Recommended for students of high standing who want to do special individual research in business under the guidance of an instructor. (A student may receive credit only once for courses in the BUS 391.1–391.3 series.)††

**BUS 392W. Honors Seminar.** 3 hr.; 2 cr. Prereq.: ECON 382 or BUS 384; for Finance majors: BUS 341W, 350, and 351; for International Business Majors: ECON 326 and 328, plus BUS 355 and permission of the department. This class is required for high honors students in finance and international business. Class size is limited to 20. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision.

### **BUS 393. Internship for Business Administration.**

3 hr.; 3 cr. Prereq.: Completion of 60 credits including ECON 101 and 102, ACCT 101 and 102, and two other required courses in the BBA program. This course gives economics majors the opportunity to do a supervised internship in an appropriate corporate, not-for-profit, research organization, small business or governmental organization. Internships are subject to the approval of the internship director, and approval must be sought a minimum of one month prior to the internship. The internship should be a minimum of 8 hours per week for 15 weeks. Students must meet periodically during the internship with the internship director. The student must write a report on his/her internship. While the department will endeavor to find an appropriate internship, often in the not-for-profit sector, students may also locate a potential internship and submit it to the internship director for approval.

# School of Education

*Interim Dean:* Dana Fusco

*Secretary:* Lynne Bellantuono

*Director of Accreditation and Assessment:* Sonia Rodrigues

*Assessment Coordinator:* Beata Breg

*Chalk and Wire Implementation and Training Coordinator:* Alan Gonzalez

*Director of Office of Teacher Certification:* Amy Lui

*Clinical Experience:* Edwina Branch-Smith, SEYS; Michael Perrone, EECE

*Field Placement Coordinators:* Victoria Dell’Era and Evelyn Lee

*Diversity Access Support Programs:*

*NYC Men Teach:* Nathaniel Smith

*Teacher Opportunity Corps:* Richard Diaz

*Budget Manager:* Kimberly McCants

*Office:* Powdermaker 100, 718-997-5220

Queens College offers undergraduate programs that prepare students for teaching elementary, middle, and high school levels.

All programs in the School of Education are approved by the New York State Education Department.

All students must pass a medical examination prior to enrollment in courses that require fieldwork and contact with children and youth. Satisfactory standards in scholarship, health, motivation, and character are expected. Departments may refuse matriculation or order withdrawal from courses if students do not meet these standards. Special requirements for entrance into and progress through educational sequences are specified below in the description of each department.

## **Transfer Students**

Transfer students are urged to seek advice from faculty advisors immediately upon admission to Queens College for evaluation of their prior coursework for credit.

## **Jointly Registered Programs**

The Division of Education has joint degree programs with Queensborough Community College and LaGuardia Community College for Elementary and Secondary Teacher Education. Students may enroll in these programs during their freshman year at either Queensborough or LaGuardia. Students successfully completing the prescribed degree requirements specified by the community college for the joint degree program are prepared for admission to the Queens College teacher education program for which they have enrolled. Students are advised to enroll in the joint degree program during their first semester as a freshman. For further information, consult with the designated joint degree program advisor at Queensborough Community College or LaGuardia Community College.

## **Clinical Experiences and Field Placement**

All students in the Education Division must complete a clinical component to graduate and to become certified in their discipline. Each program has specific expectations and requirements based on the minimum established by the New York Stated Education Department. The clinical component includes time spent in schools, libraries or mental health facilities working with children and professionals in your field of study. If you want to know more about the specific requirements for your program please contact your program leadership directly. Requirements to participate in clinical experiences can include fingerprint clearance,

pre-requisite courses, course GPAs and/or permission from your program leadership. For students in the teacher education programs specifically, there is a Field Placement Office in Powdermaker Hall Rm 135. There you will find the Field Placement Coordinators and can contact the clinical professors who work in concert with the programs to help you have an appropriate learning opportunity in your clinical experience.

## **Teacher Certification Office**

The Office of Teacher Certification serves as the liaison between teacher education programs at Queens College, and the New York State Education Department’s Office of Teaching Initiatives. The certification office assists candidates who have completed their New York State registered education preparation program(s) at Queens College to obtain their New York State certificate as a Classroom Teacher and/or Administration and Pupil Personnel Services. New York State periodically changes certification guidelines for teacher and other education professionals. Students and alumni are responsible to stay current with the latest certification guidelines available online from the NYSED Office of Teaching Initiatives. The Queens College, Office of Teacher Certification also maintains information on their official website: [www.qc.cuny.edu/TeacherCertification](http://www.qc.cuny.edu/TeacherCertification).

## **Chalk & Wire**

The Professional Education Unit at Queens College has adopted an e-portfolio, web-based assessment management system called Chalk & Wire, to ensure that our candidates have the knowledge and skills they need to become effective practitioners, and to advance assessment for learning.

## **Diversity Access Support Programs**

**NYC Men Teach:** The CUNY NYC Men Teach program provides academic and financial supports to program participants, with the goal of supporting them

## DIVISION OF EDUCATION

through the certification and hiring process, so they can enter the NYC teaching workforce as effective urban educators. Program participants may receive monthly metro cards, free certification exam practice tests and other financial incentives, as well as access to a dedicated program counselor who will help with advisement and academic supports. NYC Men Teach participants also convene for a semester-long seminar focused on culturally-responsive education. Please contact the NYC Men Teach director for information.

**Teacher Opportunity Corps:** The (TOC) program provides academic and financial supports to diverse individuals who are from groups under-represented in the field of teaching. Eligible participants are enrolled in Queens College and are entering, or are on a track of study to complete a teacher preparation major for a NYS Initial Teaching Certificate as a first-time teacher. Benefits include a stipend per academic year to help cover tuition or state test costs, plus a stipend for books and commuting. TOC participants also benefit from access to a dedicated project support manager, who will help with advisement and academic support. Students in the program engage in a 200-hour internship in a public school in Queens. They receive monthly professional development workshops. Also upon successful initial teacher certification, job placement support is offered by the Queens South Field Support Center. Please contact the Teacher Opportunity Corps program director for information

### Department Awards

The Division of Education presents a variety of awards through its departments and their programs. Educational and Community Programs presents the following awards: in Counselor Education: the *Fredman-Berger Award* and the *Certificate of Recognition for Professional Service*; in Educational Leadership: the *Outstanding Portfolio Award*, the *Outstanding*

*Student Award*, and the *Randolf Tobias Award*; in School Psychology: the *Albert Angrilli Award*, the *Ted Bernstein Award*, the *Esther & Eugene Cohen Memorial Award*, the *O. Bernard Leibman Award*, the *Service Award*, and the *Corinne J. Weithorn Scholarship*; in Special Education: the *Alan Richard Hamovitch Award*.

Elementary and Early Childhood Education presents the following awards: the *Educational Opportunities Award*; the *Bertha Friedman Award*, given to a limited number of elementary education graduates who show dedication, courage, and integrity in the field of education; the *Mercedes L. Harris Memorial Award*; the *Marcia Hirsch Memorial Award*; the *Maryann & William Meyer Scholarship*; the *Claire Newman Mathematics Award*; the *Arthur Schoen Teacher Education Scholarship*; the *Herbert Schwartzberg Award*, given to an Elementary Education major who exemplifies the spirit, enthusiasm, and ability to positively affect young children, for which Professor Emeritus Schwartzberg is remembered, and the *Dr. Julia Margaret Siverls Award*.

Secondary Education and Youth Services presents the following awards: the *Alice Artzt Award in Mathematics Education*; the *Clarence Bunch Arts in Education Award* (also open to graduate students), offered to an outstanding art education student intending to continue studies in this field who promotes, contributes, and shows strong dedication to the profession of art education; the *Doris Davis Memorial Award*; the *Robert W. Edgar Award in Secondary Education*, offered to a graduating student with an overall index of 3.0 who promotes, contributes, and shows strong dedication to the teaching of social studies; the *Free Foundation Teaching Awards*; the *Herbert Fremont Award*, given to a graduating student with an overall index no lower than 3.6 and who exemplifies brilliance in the teaching of mathematics; the *Thomas A. Gardner Science Teacher Award*; and the *John Lidstone Award*.



### Education Honor Society

Kappa Delta Pi is the national honor society in education. It was founded March 8, 1911, at the University of Illinois, and the Kappa Gamma Chapter was installed at Queens College on December 16, 1963. It encourages excellence in scholarship, high personal standards, improvement in teacher preparation, distinction in achievement, and contributions to education. Invitations are extended to students in education on the basis of their cumulative and education indices, promise in the field of teaching, and faculty recommendation. Contact Dr. Lila Swell, Head Counselor (718-997-5305).

### Undergraduate Students in Graduate Education Courses

Undergraduates who wish to take graduate courses must see a graduate advisor in the appropriate education department and obtain permission from the Office of Graduate Studies. Credits may be used at the undergraduate or graduate level *with the permission of the graduate advisor*. For more information, see the *Graduate Bulletin*.

### Townsend Harris High School at Queens College

The college's Office of College Preparatory Programs works in partnership with the New York City Department of Education on a number of programs in association with Townsend Harris High School at Queens College. It is involved in QC/THHS collaborative projects, including curriculum innovations, staff development, research, and workshops for college and high school teachers. It also coordinates the "Bridge Year" program, which includes a year-long team-taught humanities colloquium at the college for Townsend Harris seniors and enrollment in college electives. The office welcomes all members of the college community to make inquiries and suggest projects. Robin Hizme is the director (Klapper Hall 312; 718-997-3175; fax 718-997-3177).

**The Queens College School for Math, Science, and Technology** has been established in conjunction with the New York City Department of Education and Queens College. It opened in September 1999, with one Pre-Kindergarten and two Kindergarten classes, with the goal of creating a Pre-Kindergarten to 8th-grade school. For further information call the Queens College office at 718-997-5375.

**The Queens School of Inquiry** has been established in conjunction with the New York City Department of Education and Queens College. The Queens School of Inquiry is a Bill and Melinda Gates Early College High School founded to provide opportunities for high school students to take up to 60 college credits while in high school. The Queens School of Inquiry opened in September 2005, starting with a 6th-grade class. Each year the school will grow to include one more grade through the 12th grade. For further information call the Queens College office at 718-997-5217.

### COURSE

**EDUCN 105. Education in Global Times: Radical to Conservative Agendas.** 3 lec.; 3 cr. Students' educational experiences are linked with global debates about schooling. These debates include, but are not limited to, education for social justice and social reconstruction; human rights education; cultural and linguistic issues in global school policies; alternative visions of the future of education; the role of human capital economics in global schooling; and the role of global education businesses in shaping school policies. The major project in the course will be for students to design their ideal global school. (WCGI)

## Elementary & Early Childhood Education

*Chair:* Bobbie Kabuto

*Department Office:* Powdermaker 054/057,  
718-997-5302; Fax: 718-997-5325

*Professors:* Kabuto, Lipnevich, Zarnowski; *Associate Professors:* Akiba, Bushnell Greiner, Cooper, Foote, Kesler, Shady, Shin, Swell, Turkel; *Assistant Professors:* Fraboni, Ossa Parra, Wagner; *Clinical Assistant Professor:* Perrone; *Lecturers:* Li, Saint-Hilaire, Steuerwalt; *Substitute Lecturer:* Manning; *Department Secretaries:* Farrell, Sanchez

*Major offered:* Childhood Education, grades 1–6 (State Education Code 26419)

The Queens College undergraduate program in elementary education prepares students for the New York State Initial Certificate in Childhood Education, 1–6. In addition to the EECE coursework that makes up the program, students must also complete either a full co-major in one of the liberal arts and sciences programs, or a minor plus sufficient additional credits selected in consultation with the minor program to arrive at 30 credits in one of the liberal arts and sciences programs.

### IMPORTANT NOTE

To conform to changing NYS regulations, the EECE undergraduate programs has been substantially restructured. Students who are interested in becoming elementary school teachers must seek advice about program planning as early as their freshman year. The department holds informational sessions about NYS certification and program requirements several times each semester. First- and second-year students considering careers in elementary education are encouraged to attend. Contact the Division of Education (718-997-5258) for the schedule.

## ELEMENTARY & EARLY EDUCATION

Successful completion of the approved undergraduate program leads to recommendation by the Division of Education for a NYS Certification of Qualification for teaching childhood education, grades 1–6. Because requirements for certification in New York State may change and result in program modifications, it is essential that prospective EECE students keep abreast of changes by maintaining communication with the department.

### General Education Requirements

All students at Queens College are required to fulfill the college's General Education requirements. Students interested in obtaining NYS Initial Certification in Childhood Education, 1–6, must select General Education courses that correspond to the NYS learning standards for elementary school teachers. Students may also need to complete additional liberal arts courses to fulfill these NYS requirements. General Education courses may not be taken with the *P/NC* option; no grade lower than *C* will be accepted. Students can obtain a worksheet listing the course selections that fulfill the General Education requirements from the department or from the Academic Advising Center. New York State has some specific course requirements for certification. The requirements are summarized below:

- HIST 103 and 104
- PHYS 1.1 and 1.4
- MUSIC 261
- MATH 119
- One statistics course (Math 114, Math 241, Sociology 205, Sociology 206, or Psychology 107)
- One semester of a non-English (foreign) language course

To be admitted to the certification program, students must have:

1. a minimum overall cumulative average of 2.75;
2. a grade of *B* in at least one course in each of the NYS core content areas: mathematics, science, social studies, and English language arts;

3. completed EC1 or EC2 and two writing-intensive courses with a minimum grade of *B* in each course;
4. no more than 9 credits remaining to complete their co-major;
5. completed their liberal arts and sciences coursework requirements; and
6. documentation of 100 hours of experience with children in a group setting.

### Department standards for satisfactory progress require students to:

- maintain an average of *B* or better each semester;
- receive no grade lower than *C* in any course within the program;
- develop, with faculty guidance, a portfolio that represents student's development in writing and professional skills; and
- display appropriate professional behavior in all classroom, field, and professional settings.

Responsible training for work in the field of elementary education requires that candidates, in addition to meeting the program's academic requirements, demonstrate appropriate professional behavior. Such behavior includes, but is not limited to, interpersonal skills, professional judgment, ethical conduct, and academic integrity. In addition, candidates are expected to demonstrate oral and written communication proficiency, sensitivity to student issues, including those related to diverse backgrounds, practices, and beliefs, as well as the effective management of personal stress or adjustment difficulties. Candidates who fail to meet these personal and professional standards will be subject to review by the EECE Student Review Committee, which may recommend remedial action or dismissal from the program. Students have the right to appeal, and should familiarize themselves with guidelines set forth in this *Bulletin*.

### To be eligible for NYS Initial Certification in Childhood Education, grades 1–6, students must:

- complete the courses, practica, and portfolio requirements of the Childhood Education, grades 1–6, NYS Initial Certificate Program;
- complete a co-major in the liberal arts and sciences;
- fulfill all Queens College requirements for graduation;
- complete state-approved seminars on child abuse, maltreatment, and abduction; substance abuse; school violence; safety education;
- pass the NYS certification exams: Content Specialty Test (CST), Liberal Arts and Sciences Test (LAST), and the elementary version of the Assessment of Teaching Skills–Written (ATS–W). *Please note:* NYS certification exams are slated to be changed for students graduating on or after May 2014.

## PROGRAM OVERVIEW

### Courses open to all Queens College students (required of students applying for admission to the NYS Initial Certificate Program):

EECE 201	Schooling in Diverse Communities	3 cr.
EECE 310	Children in Cultural Contexts I: Child Development	3 cr.
EECE 340	The Early Development of Language and Literacy	3 cr.
MATH 119	Mathematics for Elementary School Teachers	3 cr.
MUSIC 261	Music for Children	3 cr.

### Courses open only to students enrolled in the NYS Initial Certificate Program:

EECE 220	Modern Learning Technologies	3 cr.
EECE 311	Children in Cultural Contexts II: Learning and Teaching	3 cr.
EECE 341	Language and Literacy Development: Teaching Reading	3 cr.

## ELEMENTARY & EARLY EDUCATION

EECE 350	Teaching Mathematics in the Elementary School	3 cr.
EECE 351	Teaching Science in the Elementary School	3 cr.
EECE 352	Teaching Social Studies in the Elementary School	3 cr.
EECE 360	Practicum 1: Curriculum in Action	3 cr.
EECE 361	Practicum 2: Student Teaching	6 cr.
ECPSE 350	Foundations of Special Education	3 cr.

### The Program for NYS Initial Certification in Childhood Education

The program is designed to prepare professionals who honor student diversity by providing opportunities for multiple forms of learning and expression. Students study the contexts as well as the processes of learning. Field assignments are embedded in each course syllabus, and are incorporated into class discussions.

Students complete the first four courses in the program (EECE 201, 220 (check with department), 310, and 340) prior to applying for admission to the intensive professional preparation/certification sequence. The professional preparation sequence, typically taken in the final two and a half semesters, is organized in a cohort model, in which students and faculty work together both on campus and in the field.

Students interested in becoming elementary school teachers should contact the department as early as freshman year for information about program requirements and procedures. Queens College has a Jointly Registered Program for Elementary Education majors with Queensborough and LaGuardia Community Colleges. Upon transfer to Queens College, students should contact the department during their first semester.

### COURSES\*

**EECE 104./URBST 117. Introduction to Urban Education.** 3 hr.; 3 cr. This course is designed primarily for non-Education majors. The focus is on the

structure and history of education in the United States, especially the urban areas. It will explore questions involved in such areas as desegregation, financing, socioeconomic class, multicultural populations, and teaching as a profession.

**EECE 105. Moral Education: Theory and Practice.** 3 hr.; 3 cr. Examination of ways children and adolescents are initiated into moral values; the roots of moral constraint and cooperative behavior.

**EECE 106. The Politics of American Education.** 3 hr.; 3 cr. Prereq.: Freshman or sophomore standing. The history and development of governance at federal, state, and local levels with regard to education: an analysis of historical and contemporary educational issues and events with emphasis on the various power bases and coalitions that were and are involved. Theoretical, actual, and futurist models of education decision-making will be explored.

**EECE 201W. Schooling in Diverse Communities.**

3 hr.; 3 cr. Prereq.: Upper Sophomore standing. First course in the undergraduate NYS Initial Certificate Sequence in Childhood Education 1–6. This course introduces students to the field of education through examination of its cultural, social, historical, and philosophical aspects. The course engages students in a critical debate about schooling, society, and their role as teachers. The course introduces students to the reflective decision-making model through readings, course assignments, and field experiences.

**EECE 220. Modern Learning Technologies.** 3 hr.; 3 cr. An introductory course in the use of modern learning technologies and their place in the classroom. Students learn to use word processing software, databases and spreadsheets, digital cameras, educational software, e-mail, and the World Wide Web as tools to enhance the learning of the core curriculum subjects. Students learn basic computer operations and

### REQUIREMENTS FOR THE MAJOR IN ELEMENTARY EDUCATION (MAJOR CODE EECE-BA)

#### Phase I: Pre-Professional Courses

##### Required (15 credits)

EECE 201, 310, 340; MATH 119, Mathematics for Elementary School Teachers; MUSIC 261, Music for Children.

#### Phase II: Professional Preparation Sequence

To enter the Professional Preparation Sequence, students must have no more than 9 credits remaining in their co-major, and must have completed the EECE liberal arts and sciences requirements. Students must apply for admission to the professional preparation sequence. Information on admissions procedures and deadlines can be obtained from the Division Office (718-997-5258). The professional preparation sequence is organized in a cohort model, in which students and faculty work together on campus as well as in the field.

##### Required (30 credits)

EECE 220, 311, 341, 350, 351, 352, 360, 361; ECPSE 350.

vocabulary, explore the many personal and professional uses of technology, and apply modern learning technology tools to the school curriculum.

**EECE 310W. Children in Cultural Contexts I: Child Development.** 3 hr.; 3 cr. Prereq.: EECE 201 and upper sophomore standing. Required for NYS Initial Certificate Program in Childhood Education 1–6. Students in other initial certificate programs may also enroll in this course. The course will provide an introduction to developmental processes from birth through adolescence and their implications for classroom practice. Starting from an ecological perspective, students explore the influences of environmental factors such as family, culture, and economics on the development of the individual. Individual differences, the range of normal development, and strategies for accommodating individual variability in the classroom will be emphasized.

\*MAT charges possible.

## ELEMENTARY & EARLY EDUCATION

**EECE 311. Children in Cultural Contexts II: Learning and Teaching.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. This course examines the major learning theories and general principles underlying effective instruction. Students explore classroom structures and management, intelligence, learning styles, individual assessment, and the impact of culture and class. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 333. Methods in Teaching Elementary School Art, Pre-K–6.** 3 hr., 1 seminar hr., 4 lab hr. (leave free the afternoon of the day on which class meets for fieldwork); 3 cr. Prereq.: SEYS 201W and 221; coreq.: EECE 310. Designed to give students an understanding of the goals and objectives of elementary art, with hands-on experience in various media, curriculum development, and assessment strategies.

**EECE 340. The Early Development of Language and Literacy.** 3 hr.; 3 cr. Prereq.: EECE 201 and upper sophomore standing. Required for the NYS Initial Certificate Program in Childhood Education 1–6. Students in other initial certificate programs may also enroll in this course. The course is designed to provide an understanding of language and literacy development in young children. Students examine the interaction between language development and cognition, the reciprocal relationship between spoken and written forms of language for the young child, and the design of developmentally appropriate materials and experiences for students from birth through grade 2, including students from diverse social groups and those with disabilities. Among the major topics are language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language and literacy development in young children.

**EECE 341. Language and Literacy Development: Teaching Reading.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. Students examine and have hands-on experience with a balanced approach to literacy learning—one that balances instruction in strategies and skills with extensive opportunities for teaching children to read and appreciate literature. Students are introduced to literature from a variety of genres and to procedures for establishing a reading-writing workshop that provides opportunities for in-depth discussion, writing, and aesthetic response. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 350. Teaching Mathematics in the Elementary School.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 351, 352, and 360. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. In this course students learn important mathematical content and methods for teaching elementary school mathematics. Students will learn about children’s mathematical thinking from a developmental point of view. They also learn about appropriate mathematical content and methods that are consistent with state and national standards. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 351. Teaching Science in the Elementary School.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 350, 352, and 360. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. In this course students learn important scientific content as well as methods for teaching elementary school science. Students will learn teaching strategies and technologies for supporting student learning as defined by state and national standards for science education. The course includes an intensive field

component that allows students to teach and reflect on their experiences with children. An inquiry-based model of learning and assessment is emphasized.

**EECE 352. Teaching Social Studies in the Elementary School.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 350, 351, and 360. Open only to students in NYS Initial Certificate Program in Childhood Education 1–6. This course introduces the pre-service elementary teacher to the teaching of social studies in the primary and intermediate grades. The course covers the social studies disciplines, methodologies for teaching social studies, and available resources. The course content and requirements reflect the impact of culture, heritage, and socioeconomic level, curriculum development, classroom management, and technology. An intensive field component allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 360. Practicum I: Curriculum in Action.** 5 hr.; 3 cr. Prereq.: EECE 310, 311, and 340; coreq.: EECE 350, 351, and 352. Participation: 15 hr. per week for 5 weeks. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. This course is the initial undergraduate field placement. Faculty members who teach the curriculum courses supervise the practicum.

**EECE 361. Practicum 2: Student Teaching.** 11 hr.; 6 cr. Prereq.: EECE 310, 311, 340, 341, 350, 351, 352, and 360; coreq.: EECE 399. Participation: 15 hr. per week for 10 weeks. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. This course offers the second field placement required for the NYS 1–6 Initial Certificate. College faculty supervise field experience and weekly one-hour seminar.

**EECE 399. Senior Seminar: Linking Theory and Practice.** 3 hr.; 3 cr. Prereq.: EECE 301, 310, 311, 340, 341, 350, 351, 352, and 360; coreq.: EECE 361. Open only to students in the NYS Initial Certificate Program

in Childhood Education 1–6. Senior seminar is taken in conjunction with the final student teaching experience. This culminating course is designed as a synthesis of both fieldwork and coursework. It addresses three purposes: to enable students to articulate beliefs and relate those beliefs to teaching practice, to complete the pre-professional portfolio, and to prepare for entry into the professional field.

### **Bilingual/Multicultural Education**

Students interested in studies in Bilingual/Multicultural Education should contact Dr. Patricia Velasco (718-997-5318).

## **Secondary Education & Youth Services**

*Chair:* Eleanor Armour-Thomas

*Clinical Professor for Fieldwork and Student Teaching Experiences:* Edwina Branch-Smith

*Field Placement Coordinator:* Evelyn Lee

*Department Office:* Powdermaker Hall 150,  
718-997-5150

*Professors:* Armour-Thomas, Artzt, Bassey, Curcio, Darvin, Dong, Farenga, Gerwin; *Associate Professors:* Bembenutty, Bhattacharya, Caraballo, Costigan, Eddy, Grey, Gurl, Moncada-Davidson; *Assistant Professors:* Bergey, Davis; *Clinical Professor:* Branch-Smith; *Office Staff:* Bonnie Wilichinsky, Kasey Lee

### **Program Description**

The department's Adolescence Education programs are designed for students who wish to become middle, junior high, and senior high school teachers. These programs provide the 24-credit major that is designed in tandem with students' academic majors. The department



provides New York State-approved teacher certification programs in English, 7–12; Mathematics, 7–12; Science, 7–12; Social Studies, 7–12; and Foreign Language, 7–12.

### **Program Requirements**

Prospective middle, junior high, and senior high school teachers must complete an approved liberal arts and sciences major plus a major in secondary education for

New York State certification. Students are required to meet with a program advisor and file a major declaration card for admission to secondary education.

The program requirements for New York State certification and SEYS program completion are to complete an appropriate major with the minimum GPAs listed below; complete the major of 24 credits with a minimum 3.0 GPA consisting of the courses below; pass three New York State



## SECONDARY EDUCATION & YOUTH SERVICES

Teacher Certification examinations (Content Exam, LAST, and ATS–W secondary); complete fingerprint screening; have a minimum 2.5 overall GPA; and complete four seminars that deal with alcohol and drug abuse, child abuse identification and reporting, fire safety, and violence intervention.

The major in secondary education consists of the following sequence: Core education courses SEYS 201W, 221, 340, and 350 (with a minimum combined GPA of 3.0) plus a minimum grade of *B* for all the following professional courses: Methods (one of SEYS 360–364, depending on certification area), Initial Clinical Experience (one of SEYS 370.2–374.2, depending on certification area), Student Teaching (SEYS 370.4–374.4, depending on certification area), and Curriculum and Assessment (SEYS 380–384, depending on certification area) for one of the following certifications:

- a. English 7–12: students must meet the degree requirements for a major in English that were in effect at the time of matriculation; core education courses; and professional courses SEYS 360, 370.2, 370.4, and 380 (minimum 3.0 GPA in the major)
- b. Mathematics 7–12: students must meet the degree requirements for a major in Mathematics that were in effect at the time of matriculation; core education courses; and professional courses SEYS 361, 371.2, 371.4, and 381 (minimum 2.75 GPA in the major)
- c. Science 7–12: students must meet the degree requirements for a major in Biology Education, Chemistry, Physics Education, or Geology that were in effect at the time of matriculation; core education courses; and professional courses SEYS 362, 372.2, 372.4, and 382 (minimum 2.75 GPA in the majors)
- d. Social Studies 7–12: students must meet the degree requirements for a major in Anthropology, Economics, History, Political Science, or Sociology that were in effect at the time of matriculation; regardless of major a minimum of one economics course, one political science course, 21 credits in history (including 2 U.S.

history and 2 non-U.S. history courses), four courses in a social science that is not your major; core education courses; and professional education courses SEYS 363, 373.2, 373.4 and 383 (economics major is minimum 2.75 GPA and the remaining majors are 3.0 minimum GPA)

- e. Foreign Language 7–12: students must meet the degree requirements for a major in Chinese, French, German, Italian, Latin, or Spanish that were in effect at the time of matriculation; core education courses; and professional courses SEYS 364, 374.2, 374.4 and 384 (minimum 2.75 GPA in the major) Prereq.: score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Spanish, French, Italian, German. Prereq.: score of at least “intermediate high” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Mandarin. To be eligible for student teaching, students must meet the following requirements: (1) pass 201W, 221, 340, and 350 with a combined 3.0 average; (2) receive a *B* or higher in 36x and 37x.2; and (3) complete a minimum of 24 credits in the major. Students must see an advisor to obtain current information and updates about additional program certification requirements and New York State certification regulations.

### Special Programs

In the area of mathematics, tuition-supported programs are offered: TIME 2000 (Teaching Improvements through Mathematics Education) and the Teacher Academy in Mathematics and Science Education. Students are urged to apply for these programs as soon as they are accepted to Queens College since course requirements may vary for students accepted into these programs. For example, both programs require students to take SEYS 221 in their lower freshman semester.

For further information on the TIME 2000 program, contact Professor Alice Artzt (718-997-5169) and for Teacher Academy in Mathematics and Science Education, contact Professor June Miller (718-997-5156).

### Initial Certificate

The Initial Certification Program consisting of 21 credits is available to students who have a BA degree with a major in a field acceptable for state certification, but without an undergraduate major in education. To be admitted, students must have a cumulative average in their major of at least 3.0. They must also meet the general admissions and matriculation requirements of the college. Students seeking admission to this program should apply to the Secondary Education and Youth Services Department. More detailed information is given in the *Graduate Bulletin*.

**The requirements for the Secondary Education major are under review. For the most current information, please consult a department advisor.**

### SUGGESTED PROGRAM OF STUDY

#### Upper Sophomore—Upper Junior

SEYS 201W	Historical, Social, and Philosophical Foundations of Education
SEYS 221	Development and Learning in Middle Childhood and Adolescence
SEYS 340	Language, Literacy, and Culture in Education

#### Lower Senior

SEYS 350	Cognition, Technology, and Instruction for Diverse Learners
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#### SEYS 360–364

SEYS 360	Methods of Teaching English in Middle and High School
SEYS 361	Methods of Teaching Mathematics in Middle and High School
SEYS 362	Methods of Teaching Science in Middle and High School
SEYS 363, 363W	Methods of Teaching Social Studies in Middle and High School

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SEYS 364 Methods of Teaching Foreign Language in Middle and High School

*SEYS 370.2–374.2*

SEYS 370.2 Initial Clinical Experience in English for Secondary School

SEYS 371.2 Initial Clinical Experience in Mathematics for Secondary School

SEYS 372.2 Initial Clinical Experience in Science for Secondary School

SEYS 373.2 Initial Clinical Experience in Social Studies for Secondary School

SEYS 374.2 Initial Clinical Experience in Foreign Language for Secondary School

### Upper Senior

*SEYS 370.4–374.4*

SEYS 370.4 Student Teaching English in Middle and High School

SEYS 371.4 Student Teaching Mathematics in Middle and High School

SEYS 372.4 Student Teaching Science in Middle and High School

SEYS 373.4 Student Teaching Social Studies in Middle and High School

SEYS 374.4 Student Teaching Foreign Language in Middle and High School

*SEYS 380–384*

SEYS 380 Curriculum and Assessment in Teaching English

SEYS 381W Curriculum and Assessment in Teaching Mathematics

SEYS 382 Curriculum and Assessment in Teaching Science

SEYS 383 Curriculum and Assessment in Teaching Social Studies

SEYS 384 Curriculum and Assessment in Teaching Foreign Language

## COURSES

**SEYS 120. Critical Social Theory, Action Research, and Multiple Literacies in Education for Social Justice.** 3 hr., 3 cr. Issues in education, critical social theory, and qualitative research methods, exploring a variety of literacies and modes of expression and communication, from traditional academic research and presentation conventions to powerful critical traditions in spoken word (e.g., slam poetry, performance writing), hip-hop (beats and rhymes), and digital/social literacies (blogging, tweeting, websites), for communicating perspectives and research findings. Students will examine and practice ways to engage their communities and various audiences in collective inquiry toward social change and educational justice. (IS)

**SEYS 201W. Historical, Social, and Philosophical Foundations of Education.** 3 hr., 20 hr. field experience; 3 cr. Designed to examine the historical, philosophical, and sociological foundations of American education. Attention will be paid to comparative analysis of past and contemporary historical, philosophical, and sociological factors that continue to influence and shape education decision-making. Theoretical analysis of major educational ideas and practices in the United States will be explored.

**SEYS 216. Education and the American Myth of Success.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120W. This course will examine American definitions of success as they reveal themselves through American cultural history. From an interdisciplinary perspective, the class will also consider educational policies and practices as they have emerged within the cultural context and have helped shape the American myth of success. Readings will be drawn from economic, sociological, and educational theory, as well as from literature, popular culture, advertising, and the public statements of business and industrial leaders.

**SEYS 221. Development and Learning in Middle Childhood and Adolescence.** 3 hr., 20 hr. field experience; 3 cr. An examination of the major human development and learning processes in middle childhood and adolescence. It includes cognitive, behavioral, social, emotional, and physical issues as these relate to student diversity (culture, heritage, SES, gender, race, ethnicity, and the full range of disabilities and exceptionalities). To the extent that development and learning occur in context, the role and impact of the home, school, and community on these processes will also be investigated.

**SEYS 340. Language, Literacy, and Culture in Education.** 3 hr., 20 hr. field experience; 3 cr. Prereq.: SEYS 201W. Open only to students in teacher education programs. Intended to promote students' understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Students will learn about the nature of language acquisition, English language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content will focus on the characteristics and needs of ELL student populations and the literacy demands of content curricula in secondary schools.

**SEYS 350. Cognition, Technology, and Instruction for Diverse Learners.** 3 hr., 20 hr. field experience; 3 cr. Prereq.: SEYS 201W and 221. Open only to students in the teacher education programs. Designed to prepare students for integrating psychological perspectives of learning and teaching with technology in their respective disciplines. Students will examine the role of cognition in learning and consider how technological media may be used to promote the effective use of cognitive strategies in the various subject matter domains. Specifically, they will explore the nature, type, and function of cognitive skills in learning (e.g., critical thinking skills, metacognition,

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and problem solving), and how these cognitive processes and skills are used in the acquisition, perception, representation, and construction of knowledge.

### **SEYS 360–364. Methods of Teaching**

\_\_\_\_\_ **in Middle and High School.** 3 hr., 20 hr. field experience; 3 cr. Prereq.: SEYS 201W, 221, 340; prereq. or coreq.: SEYS 350; coreq.: Subject-specific practicum from SEYS 370.2–374.2. Open only to students in teacher education programs. Focuses on the development of students' pedagogical content knowledge in their specific subject areas. Secondary school curriculum, along with research-based learning, instructional and assessment strategies, will be examined.

#### **360. Methods of Teaching English in Middle and High School**

#### **361. Methods of Teaching Mathematics in Middle and High School** (Prereq. Math 385W)

#### **362. Methods of Teaching Science in Middle and High School**

#### **363, 363W. Methods of Teaching Social Studies in Middle and High School**

**364. Methods of Teaching Foreign Language in Middle and High School.** Additional prereq.: Appropriate score on Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the target language. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least “intermediate high” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Arabic, Mandarin, Japanese, and Korean.

### **SEYS 370.2–374.2. Initial Clinical Experience in**

\_\_\_\_\_ **for Secondary School.** 100–150 hr. at a secondary school; 3 cr. Prereq.: SEYS 201W, 221, and 340; coreq.: SEYS 350; coreq.: Submission of CST

official score report, with overall score and sub-scores (candidates who do not pass must develop a remediation plan signed by advisor prior to student teaching); prereq. or coreq.: 360–364. Open only to students who are matriculated in the secondary education program. This initial clinical experience is designed to provide undergraduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

#### **370.2. Initial Clinical Experience in English for Secondary School**

#### **371.2. Initial Clinical Experience in Mathematics for Secondary School**

#### **372.2. Initial Clinical Experience in Science for Secondary School**

#### **373.2. Initial Clinical Experience in Social Studies for Secondary School**

**374.2. Initial Clinical Experience in Foreign Language for Secondary School.** Additional prereq.: score of at least “advanced low” on both the Oral Proficiency Interview (OPI) Prereq.: Appropriate score on Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the target language. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German.

### **SEYS 370.4–374.4. Student Teaching**

\_\_\_\_\_ **in Middle and High School.** 3 cr., minimum of 190–240 hr. of daily participation or its equivalent for 15 weeks at a secondary school. Prereq.: Permission of the department; completion of 24 credits in the major; SEYS majors with majors in English and social sciences (except economics) must maintain a minimum 3.0 GPA in their major. SEYS majors with majors in mathematics, science, economics

and foreign languages must maintain a minimum 2.75 GPA in their major; a minimum grade of *B* in SEYS 360–364 and SEYS 370.2–374.2 and a minimum 3.0 GPA in SEYS courses. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of one class. Students must earn a minimum grade of *B* to be recommended for NYS initial certification. Students may be required to attend a weekly or bi-weekly seminar at the college and/or take SEYS 380–383 as a corequisite. See program advisor.

#### **370.4. Student Teaching English in Middle and High School**

#### **371.4. Student Teaching Mathematics in Middle and High School**

#### **372.4. Student Teaching Science in Middle and High School**

#### **373.4. Student Teaching Social Studies in Middle and High School**

**374.4. Student Teaching Foreign Language in Middle and High School.** Additional prereq.: Appropriate score on Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the target language. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: Score of at least “intermediate high” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Arabic, Mandarin, Japanese, and Korean.

### **SEYS 380–384. Curriculum and Assessment in Teaching**

\_\_\_\_\_. 3 hr.; 3 cr. Coreq.: The subject-specific student teaching course from SEYS 370.4–374.4. Open only to students in teacher education programs. An examination of curriculum development

## SECONDARY EDUCATION & YOUTH SERVICES

and assessment for classroom teaching designed to integrate New York State Learning Standards and required testing, such as the Regents exams, into the curriculum. The course builds on the fundamental pedagogical content knowledge in specific disciplines in SEYS 360–364. Taught in tandem with the student teaching experience to enrich the student teacher’s understanding of curriculum and assessment issues within a working classroom.

### **380. Curriculum and Assessment in Teaching English**

### **381W. Curriculum and Assessment in Teaching Mathematics**

### **382. Curriculum and Assessment in Teaching Science**

### **383. Curriculum and Assessment in Teaching Social Studies**

**384. Curriculum and Assessment in Teaching Foreign Language.** Additional prereq.: Appropriate score on Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the target language. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: Score of at least “intermediate high” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Arabic, Mandarin, Japanese, and Korean.

## **ART IN EDUCATION PROGRAM**

The Visual Arts program provides for a 27-credit education major, designed in tandem with the studio art major of 42 credits.

### **Program Requirements**

- Prospective Pre-K–12 art teachers major in the approved 42-credit studio art major, plus a 27-credit major in art education for New York State certification. Students are required to meet with a program advisor and file a major declaration card for admission to the program.
- Students must maintain a 3.0 average in education courses, and a minimum GPA of 2.75 in their major, as well as meet the graduation requirements of the college. The requirements for New York State certification and program completion are a minimum 2.75 GPA in the studio art major; complete the major for Art K–12 with a minimum 3.0 GPA consisting of the courses below; pass three New York State Teachers Examinations (NYSTCE Content Exam in Visual Arts, LAST, and ATSW); complete fingerprint screening; have a minimum 2.5 overall GPA; and complete four seminars on alcohol and drug abuse, child abuse identification and reporting, fire safety, and violence intervention.
- The major in secondary education for Art K–12 certification consists of the following sequence: SEYS 201W, 221, SEYS or EECE 340, and SEYS 350 (with a minimum GPA of 3.0) plus EECE 333, SEYS 365, SEYS 375 and SEYS 376 with a minimum grade of *B* for each.
- To be eligible for student teaching, students must meet the following requirements:
  1. pass 201W, 221, 340, and 350 with a combined 3.0 average;
  2. receive a *B* or higher in EECE 333, SEYS 365, SEYS 375 and SEYS 376; and
  3. complete a minimum of 24 credits in the major. Students must see an advisor to obtain current information and updates about additional program certification requirements and New York State certification regulations.

### **COURSES**

**EECE 333. Methods in Teaching Elementary School Art, Pre-K–6.** 3 hr.; 20 hr. field experience; 3 cr. Prereq.; SEYS 201W and 221. Designed to give students an understanding of the goals and objectives of elementary art, with hands-on experiences in various media, curriculum development, and assessment strategies.

**SEYS 333. Methods of Teaching Art, PreK–12th Grade.** 3 hrs.; 3 cr. Prerequisite SEYS 201W and 221. This course is designed to introduce students to methods of teaching visual art. The course will give students an understanding of lesson planning, developing goals and objectives, as well as assessment strategies for all grade levels.

**SEYS 365. Standards-Based Curriculum and Assessment.** 3 hr.; 20 hr. field experience; 3 cr. Prereq.: SEYS 333, SEYS 340. This course will introduce students to curriculum planning incorporating state and national standards across grade levels and further develop students’ skills in lesson planning, assessment, and differentiation of instruction for all learners.

**SEYS 375. Student Teaching in Visual Arts Pre-K–6.** 3 cr. Prereq. or coreq.: SEYS 333. 100–150 hours in a school-based setting. The course provides undergraduate students in the Art Education program with school-based teaching experiences that prepare them to teach art. Students are expected to prepare lesson plans and update and maintain student teaching portfolios.

**SEYS 376. Student Teaching in Visual Arts 7-12.** 3 cr. Prereq.: SEYS 365. 190–240 hr. 3–4 periods of daily participation or its equivalent for 15 weeks in a 7–12 setting. The course provides undergraduate students in the Art Education program with school-based teaching experience that prepares them to teach at the 7–12 level. Students are expected to prepare daily lesson plans and update and maintain student teaching portfolios.

# Educational & Community Programs

*Chair:* Emilia Lopez

*Deputy Chair:* Denise Ferrara

*Department Office:* Powdermaker 033,  
718-997-5250/5240

*Professors:* Brown, Fish, Goh, Lopez, Michaels, Wamba; *Associate Professors:* Genao, Gibson, Howell, Kim, Pellitteri, Proctor, D. Rivera, L. Rivera, Wang; *Assistant Professors:* Chen, Day, Gray-Nicholas, Kiely, Kyle, Woolf; *Lecturers:* Dilts, Ferrara, Matta; *Department Secretaries:* Arroyo, Mathura

The department offers graduate degree programs in the following areas: Educational Leadership, Counselor Education, School Psychology, and Special Education. It does not offer undergraduate courses. For information about graduate programs in this department, see the *Graduate Bulletin*.

## **ECPSE 350. Foundations of Special Education.**

3 hr. plus 15 hr. of fieldwork; 3 cr. Prereq.: SEYS 221, EECE 310; and either SEYS 201 or EECE 201; coreq.: A discipline-specific teacher educator course with additional fieldwork as determined in consultation with an advisor. Preparation of teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practices that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and

sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen total hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

## **ECPSE 550. Foundations of Special Education.**

3 hr. plus 15 hr. fieldwork; 3 cr. Prereq.: Either: (a) SEYS 552, Educational Psychology and SEYS 536, Educational Foundations; or (b) EECE 702, Social Foundations of Education, EECE 704, Major Contemporary Issues in Education and EECE 705, School and Community Relations; coreq.: A discipline-specific teacher educator course with fieldwork. ECPSE 550 prepares non-special education teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practices that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to

engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

# English

*Chair:* Glenn Burger

*Associate Chair:* Karen Weingarten

*Directors of First Year Writing:* Gloria Fisk, Amy Wan, Christopher Williams

*Director of Undergraduate Studies:* Siân Silyn Roberts

*Directors of Graduate Studies:* Caroline Hong, Hillary Miller

*Academic Program Coordinator:* Kimberly Smith

*Department Office:* Klapper 607, 718-997-4600

*Distinguished Professors:* Gardaphé, Hahn; *Professors:* Burger, Cooley, Hintz, Kruger, Perez Rosario, Sargent, Schaffer, Sedarat, Tougaw, Zimroth; *Associate Professors:* Alryyes, Bowen, Chu, Drury, Faherty, Ferguson, Fisk, Hong, Orchard, Schanoes, Silyn Roberts, Wan, Weingarten, Weir; *Assistant Professors:* Alvarez, Black, English, Grier, Hopper, Mak, Mengiste, Miller; *Lecturers:* Cassvan, Goldhaber, Khan, Moreland, Navarro, Paslawski, Sirlin, Whitaker, Williams; *Office Assistant:* Arizmendy; *Professors Emeritus:* Harris, McCoy, Richter, Schechter, Schotter, Tucker, Tytell, Weidman

*Major Offered:* English (State Education Code 26451)

Courses in the English Department are designed to enrich students' understanding of life and the arts through the study of literature in English. Courses are organized in various ways and at a number of levels.

At the 100 level, English Department courses teach rhetoric and composition and provide intensive introductions to fiction, drama, poetry, and to the contested issues generally enlivening the study of literature. Our 200-level courses include intermediate-level courses in writing, courses in the methods of inquiry that inform literary study, period surveys of British, American, and other literature written in English, together with introductions to creative writing and English

linguistics. The 300-level courses are advanced electives in creative writing, historical studies of the poetry, drama, and fiction of various periods, courses in literary theory, studies of major literary figures such as Chaucer, Shakespeare, and Milton, courses in minority and ethnic literatures, and other specialized approaches to literature and writing as well as a senior seminar, Topics in Literature. A detailed *English Department Handbook* is available in the department office and online at <http://english.qc.cuny.edu/quick-links/department-handbook/>.

## Department Scholarships, Prizes, and Awards

Several scholarships, as well as a number of writing prizes for English majors and non-majors, are awarded each year. Information on the criteria for awards and scholarships and application deadlines is available in the English Department. The following prizes may be awarded: *Composition Prizes* for work done in English 95, 110, and 110H; the *English Department Alumni Prize* for exceptional work done by English majors; the *Neal Feld Memorial Writing Prize*, to a junior English major, for excellence in writing fiction and/or poetry; the *Harry Glick Prize* for poetry; the *Robert Greenberg Memorial Prize* for best performance by a student in the English Honors Program; the *Kay Kier Prize* for an essay on American literature; the *Clinton Oliver Memorial Prize* for the single best work—scholarly, critical, and/or creative—that relates to the African-American experience; the *Sue Shanker Scholarship* for a gifted student, majoring in English, who has returned to college after a hiatus; the *Norman Silverstein and Ella Peiser Awards* for excellence in (1) fiction, (2) nonfiction, and (3) drama; the *Leo Statsky Award* for an essay on the immigrant experience; the *James E. Tobin Award* for the best work on poetry; the *Betty Zolot Scholarship* in creative writing; the *David B. Feinberg Prize* for an essay on gender and sexuality; the *Cathy Davidson Prize* for scholarship on American literature, pre-1865; the *Faculty Prizes* for essays in various fields; and the *Edmund L. Epstein Memorial Prize* for an essay on twentieth-century British or Irish literature.

## THE MAJOR

After fulfilling College Writing I (English 110), all English majors take at least 14 English courses, of which 7 are required, for a total of 46 credits. Transfer students must take a minimum of 18 credits in the major at Queens College. To meet the requirements for graduation as an English major, a student must maintain an average of 2.0 in the required and elective work in English and complete the course sequence noted in the box on the next page.

## ADVISEMENT

A detailed *English Department Handbook* can be obtained in the department office. Additional guidance in choosing courses within the major and supplementing the major is provided by faculty advisors.

Students interested in attending graduate school for an MA, MFA, or PhD should consult a departmental advisor early in their careers as majors.

## HONORS IN ENGLISH

The English Honors Program provides an opportunity for students to take a seminar with other dedicated and able majors and to graduate from the college with department honors. The program is open only by application and upon recommendation of a member of the faculty to students with English and college grade-point averages of at least 3.3. Interested students should meet with the honors advisor to discuss the program as early as possible in their college careers.

## Requirements

Students in the Honors Program take ENGL 399W (Department Honors Seminar), a two-semester course; one semester replaces ENGL 391W and the other replaces one of the 7 electives required for the major. In the two-semester seminar, students undertake an individual research essay on some topic related to the seminar, and then present the results of their research at a conference on campus. Honors students also take

## ENGLISH

### REQUIREMENTS FOR THE MAJOR IN ENGLISH (MAJOR CODE ENGL-BA)

#### Required Courses (5 courses, 20 credits)

1. Critical Reading and Writing (1 course, 4 credits): ENGL 170W.
2. Literary Research Methods (3 courses, 12 credits): ENGL 241, 244, and either 242 or 243.
3. Senior Seminar (1 course, 4 credits): ENGL 391W or 399W.

#### Electives (7 courses, 21 credits)

4. 7 additional English courses at the 200 or 300 level. These courses must include:
  - at least one course in literature before 1820: ENGL 251, 253, 311, 312, 313, 320, 321, 322, 323, 330,\* 331, 332, 333, 334, 340, 341, 344, 348, 349, 365
  - at least one course in literature after 1820: English 252, 254, 318, 319, 324, 328, 329, 345, 346, 350, 351, 352,† 353, 357,\* 358,\* 359,\* 370, 371, 373, 374, 376
  - at least one course in global, ethnic, or post-colonial literature: English 255, 354, 355, 356, 360, 362, 363, 364, 366, 367, 368, 369, 372, 377, 378, 379

Such courses may be general or focused on a single author or group of authors.

Of the 7 electives, at most 3 creative writing courses (200W, 210W, 211W, 301W, 302, 303W, 304) may be applied to the major. The remaining four electives must be literature or non-creative writing courses.

an English Honors Examination in the second semester. Performance on the examination and on the honors essay, together with their department and college grade-point average, will qualify students for Honors, High Honors, or Highest Honors at graduation.

### Honors Advisement

Students are encouraged to elect suitable patterns of study with the help and approval of the honors advisor, who is available for consultation and guidance. In addition to English Department courses, these should include courses in history, philosophy, art, music, comparative literature, and foreign languages. Candidates who plan to attend graduate school should

### REQUIREMENTS FOR THE MINOR IN ENGLISH (MINOR CODE ENGL-MIN)

#### Required (8 credits)

- ENGL 170W
- One of the following: ENGL 241, 242, 243, or 244
- The prerequisite for ENGL 170W is ENGL 130, which you must complete before beginning the minor (or receive departmental consent). You must take at least 12 credits required for the minor at Queens College.

#### Electives (12 credits)

- Four courses from the offerings of the English Department at the 200 or 300 level.

### SECONDARY EDUCATION

Students interested in teaching English in secondary school must co-major in English and secondary education.

See the SEYS Department section for complete details.

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\* No longer offered. If taken before Fall 2016, these courses count toward the listed requirements.

† ENGL 352: The American Novel to 1918 is no longer offered; if taken before Fall 2016, it counts toward the listed requirement. The new ENGL 352: Late-Nineteenth and Early-Twentieth Century U.S. Literature does not count toward the listed requirement.

be aware that master's programs require reading knowledge of at least one and doctoral programs of at least two foreign languages (of which French, German, Italian, Latin, and Greek are preferred) and experience with literary theory, such as that gained in ENGL 244.

### THE MINOR

To meet the requirements for graduation as an English minor a student must maintain an average of 2.0 in the required and elective work in English and complete the course sequence described in the box on this page. At least 12 credits in the minor must be completed at Queens College.

### Pre-Journalism

Queens College does not offer a major in journalism, but does offer a minor. Students interested in post-graduate training or careers in journalism and publishing are urged to major in English, history, political science, communication arts and sciences, or one of the other liberal arts disciplines, and to acquire as broadly based an education outside their major as they can. They can gain some valuable experience while working for the campus press as an extracurricular activity, and in journalism and publishing internships sponsored by the English Department and the Media Studies Department.

The following courses may be of interest to pre-journalism students:

ENGL 211W.	Introduction to Writing Nonfiction
ENGL 303W.	Nonfiction Workshop
SOC 218.	Mass Communication and Popular Culture
MEDST 101.	The Contemporary Media
MEDST 242.	Basics of Video Production: Studio
MEDST 243.	Digital Video Production: On Location
MEDST 250.	Introduction to Media Law
MEDST 321W.	News Analysis

### COURSES\*

The English Department recognizes for transfer credit independent study courses taken in such programs as the New York State Regents External Degree Program, the New York State College Proficiency Examination Program, the College Level Examination Program (CLEP), the College Entrance Examination Board Advanced Placement Examinations (AP), and the United States Armed Forces Institute (USAFI) Tests. Students must achieve a grade of C or better (or the numerical equivalent) for transfer credit. In the CLEP examinations, only the special subject examinations

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\*MAT charges possible.

## ENGLISH

are accepted. When such examinations have an optional essay provision, the essay must be included.

Questions regarding the composition requirement should be addressed to the department's directors of First Year Writing.

### **ENGL 95. Introduction to College Writing.**

4 hr.; 3 cr. Prereq.: Entrance determined by results of placement examination. Emphasis will be on a variety of writing forms, including narration, description, and analysis; attention will be given to matters of grammar, syntax, punctuation, and diction. The student will spend one hour per week meeting in conferences, small groups, or other formats for intensive writing instruction and practice. This course is designated for eligible ESL students.

### **ENGL 108. Academic Communication.**

4 hr.; 3 cr. Prereq.: placement by program. This course is designed to advance emergent multilingual students' academic practices of language inquiry, close reading, reflection, and revision. The course draws on all of forms of communication (reading, writing, listening, and speaking) to help gain practical experience with college-level communication. Specific learning outcomes include gaining experience with the practical demands of college-level materials (e.g., syllabi, writing assignments, and group projects); learning strategies to quickly parse and understand lectures, take notes, and summarize readings and arguments; producing and critiquing arguments; and practicing the conventions of writing in different situations. Not open to students who have completed ENGL 110.

### **ENGL 109. Introduction to Academic Writing.**

4 hr.; 3 cr. Prerequisite: placement by program. An intensive writing course that aims to prepare emergent bilingual and multilingual students for first-year academic writing practices. Students will develop various academic literary practices and learn to produce writing for different purposes. They will reflect on previous experiences reading and writing in English and in other

languages. Specific learning outcomes include developing critical and active reading strategies, engaging in writing as a process and practice, understanding and analyzing various rhetorical situations, developing strategies for revision and editing, and developing a writerly voice. Not open to students who have completed ENGL 110.

**ENGL 110. College Writing I.** 3 hr. plus one scheduled conference hour; 3 cr. The arts and practices of effective writing and reading in college, especially the use of language to discover ideas. Methods of research and documentation will be taught, along with some introduction to rhetorical purposes and strategies. Students must attend individual and/or small group meetings during scheduled conferences for more specialized instruction on topics such as composing, revision, and research. (EC1)

**ENGL 115. VT: Topics in Writing.** ENGL 115.1, 1 hr.; 1 cr.; ENGL 115.2, 2 hr.; 2 cr., ENGL 115.3, 3 hr.; 3 cr. Prereq. or coreq.: ENGL 110 or permission of the department. A writing course for students who wish to extend the work of ENGL 110. This course is designed to focus students' attention on specific topics and issues in writing through extensive reading, practice in a variety of writing techniques appropriate to the topic, and reflection upon the readings and their own written work. Topics will vary from semester to semester and may include cross-cultural analyses of life stories; comparative analyses of different disciplinary forms of argument; sentence and paragraph styles; the art of writing reviews. When the topic scope and amount of reading warrant it, this course will be offered on a 3-hour, 3-credit basis. The 1-hour, 1-credit version and the 2-hour, 2-credit version may be taken twice when the specific topic varies.

**ENGL 130, 130H. Writing About Literature in English.** 3 lec.; 3 cr. Prereq.: ENGL 110. ENGL 130 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of English. The

course focuses on the study of Anglophone literature and how to engage in scholarly conversations about literature by using close reading of primary and secondary sources, conducting original research, and developing analytical arguments about literary texts in different genres. (EC2)

**Students should take one 100-level General Education Reading Literature course prior to advanced electives.**

## **COURSES PRIMARILY FOR FRESHMEN AND SOPHOMORES**

Students who plan to major in English should take ENGL 170W. Courses below ENGL 200W do not satisfy the free elective choices of the department major or the minor.

### **ENGL 151, 151W. Readings in British Literature.**

3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to the development of English literature from the Middle Ages to the twentieth century through a study of selected poetry, drama, fiction, and/or nonfictional prose. Authors include Chaucer, Shakespeare, Milton, Swift, Keats, Dickens, and Joyce. Designed for nonmajors. (LIT)

### **ENGL 152, 152W. Readings in American Literature.**

3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to the development of American literature from its beginnings to the twentieth century through a study of selected poetry, drama, fiction, and/or nonfictional prose. Authors studied may include Thoreau, Hawthorne, Whitman, Dickinson, O'Neill, Hemingway, and Wright. Designed for nonmajors. (LIT, USED)

### **ENGL 153, 153W. Introduction to the Bible.**

3 hr.; 3 cr. Prereq.: ENGL 110. Selected books of the Old and New Testaments in English translation. Cannot be taken for credit if student has taken ENGL 381. Designed for nonmajors. (CE)



## ENGLISH

**ENGL 154, 154W. Readings in Fiction.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to fiction through a reading of great novels and short stories from various periods. Designed for nonmajors.

**ENGL 155, 155W. Readings in Drama.** 3 hr.; 3 cr. Prereq.: ENGL 110. A careful reading of important plays from different periods, designed to give the student a grasp of the history of dramatic literature, the variety of dramatic forms, and the possibilities of theatrical craft. Designed for nonmajors.

**ENGL 156, 156W. Introduction to Shakespeare.** 3 hr.; 3 cr. Prereq.: ENGL 110. A basic course in Shakespeare's plays and poems. Designed for nonmajors.

**ENGL 157, 157W. Readings in Global Literatures in English.** 3 lec.; 3 cr. An introduction to the diversity of modern and contemporary Anglophone literatures and related literatures translated into English. Students explore representative selections of works encompassing the complex transnational and postcolonial nature of much writing in English from the pre-modern to the post-modern. (LIT, WCGS)

**ENGL 161, 161W. Introduction to Narrative.** 3 hr.; 3 cr. Prereq.: ENGL 110. Why do human beings produce and consume narratives as prolifically as they do? How are stories constructed? How do readers approach and consume them? What is the role of narrative in culture? This course primarily studies prose fiction, but it may include drama, narrative poetry, nonfiction, and film, as well as criticism and theory of narrative. It may be offered as a general introduction to narrative, or it may focus on a particular topic, such as Life Writing, Popular Literature, Myths and Folktales, or the Contemporary Novel. (LIT)

**ENGL 162, 162W. Literature and Place.** 3 hr.; 3 cr. Prereq.: ENGL 110. Use of literature to deepen

the understanding of the rich, complex, and varied engagement between human beings and the places they inhabit and imagine. Examination of how places, with their history, traditions, myths, customs, tensions, social structures, and physical form interact with people's lives. Specific sections will focus on a particular city, neighborhood, or region, or on a topic such as City and Country, Women and the Black Diaspora, Utopia, the Literature of the Sea, Elizabethan London, the American West, Colonies, Imaginary Places, Homelessness, or Outer Space. Readings may include fiction, drama, poetry, life writing, and nonfiction. (LIT)

**ENGL 165W. Introduction to Poetry.** 3 hr.; 3 cr. Prereq.: ENGL 110. Close reading and critical analysis of a wide variety of poetry of various periods. This course combines the study of literature with continued training in clear and effective written expression. (CE, LIT)

**ENGL 170W, 170H. Introduction to Literary Study.** 4 hr.; 4 cr. Prereq.: ENGL 130 or permission of the department. An inquiry into what it means to study literature, involving close reading and critical analysis of a wide variety of prose fiction, drama, and poetry, and informed by an introduction to some of the theoretical issues currently invigorating literary studies. This course combines a study of literature with continued training in clear and effective expression. Designed for prospective English majors and other interested students.

**ENGL 200W. Writing about Writing.** 3 hr.; 3 cr. Prereq.: ENGL 110. A course intended to strengthen writing practices, overcome fears about writing, increase fluency, and engage in the creativity of writing. This course is suitable for those interested in writing, rhetorical theory, literacy, and language.

**ENGL 201W. Essay Writing for Special Fields.** 3 hr. plus conf.; 3 cr. Prereq.: ENGL 110 or permission of the instructor. An intermediate expository writing course using forms and modes appropriate to various professions and disciplines. Special fields covered in

the past have included medicine, law, business, computer science, teaching, psychology, music, art, and film. Some sections of this course will be limited to students enrolled in the Business and Liberal Arts minor.

**ENGL 202W. Rhetoric and Writing in English Education.** 3 hr. plus conf.; 3 cr.; Prereq.: ENGL 110 or permission of the instructor. This course focuses on raising rhetorical and language awareness in English education writing and teaching. Emergent English educators in the course are actively involved in identifying rhetorical strategies, methods of inquiry, oral communication techniques, and revision practices that can better guide them in the teaching of writing.

**ENGL 210W. Introduction to Creative Writing.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 110 or 130. Introduction to the writing of poems, stories, and plays, with related readings. This course is a prerequisite for the workshops in fiction (301W), playwriting (302), and poetry (304).

**ENGL 211W. Introduction to Writing Nonfiction.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 110 or 130. Introduction to the writing of nonfiction as an art form, in such modes as the personal essay, the review, new journalism, the memoir, and the postmodernist pastiche, with related readings. This course is a prerequisite for the workshop in nonfiction (303W).

**ENGL 241, 241H. The Text in Its Historical Moment.** 4 hr.; 4 cr. Prereq or coreq: English 170W. Exploration of the relationship between texts and their historical circumstances, addressing the question of how literary works are enmeshed in their material, economic, social, and political conditions. The course examines how we define and reconstruct historical moments, and the various ways in which we interpret texts in relation to their moments. Readings include a wide range of kinds of material, including texts traditionally considered literary or imaginative and those traditionally considered documentary or factual, as well as other cultural objects

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like films or works of material culture. The course focuses on at least two historical moments and includes material from before 1800 and after 1800, as well as material from at least two national literatures.

**ENGL 242, 242H. Literary History.** 4 hr.; 4 cr. Prereq or coreq: English 170W. Exploration of literary history as a mode of inquiry, asking how authors and their creations have responded to predecessors, and how such responses have transformed literature in English over time. The course examines both how literary traditions have been constructed in the past and what conceptual tools we now have available for defining and describing literary traditions. The course includes material from before 1800 and after 1800, as well as material from at least two national literatures. The texts included span at least two centuries, with at least one portion of the course focused on poetry.

**ENGL 243, 243H. Genre.** 4 hr.; 4 cr. Prereq or coreq: English 170W. The study of genre as a mode of inquiry. All literary works are unique, but within any given literary scene writers create and readers understand texts within categories defined by the tradition and by literary and cultural criticism. Focusing on different modes of defining genre and on texts from at least two genres, this course examines how form, style, and content create a basis for relating texts to one another, and considers how the conventions of genre are themselves mutable. The course includes material from before 1800 and after 1800, as well as material from at least two national literatures.

**ENGL 244, 244H. Theory.** 4 hr.; 4 cr. Prereq: English 170W. Exploration of theoretical formulations that inform the work of literary study, examining what different methodologies value, how they are articulated, and how they assign meaning to texts. The course focuses on at least three distinct critical methods, and it includes both the use of theory in interpreting specific literary texts and the critical scrutiny of theoretical texts themselves.

**ENGL 251. British Literature Survey I.** 3 hr.; 3 cr. Prereq.: ENGL 130 or 170W or permission of the department. A historical study of the diversity of British literature from the beginnings through the seventeenth century, encompassing a range of writing by women and men from various cultural, ethnic, and popular traditions. (LIT)

**ENGL 252. British Literature Survey II.** 3 hr.; 3 cr. Prereq.: ENGL 130 or 170W or permission of the department. A study of the diversity of British literature from the seventeenth century to the twentieth century, encompassing a range of writing by women and men from various cultural, ethnic, and popular traditions. (LIT)

**ENGL 253. American Literature Survey I.** 3 hr.; 3 cr. Prereq.: ENGL 130 or 170W or permission of the department. A historical study of the diversity of American literature from the beginnings to the Civil War, encompassing a range of writing by women and men from various cultural, ethnic, and popular traditions. (LIT)

**ENGL 254. American Literature Survey II.** 3 hr.; 3 cr. Prereq.: ENGL 130 or 170W or permission of the department. A historical study of the diversity of American literature from the Civil War to the twentieth century, encompassing a range of writing by women and men from various cultural, ethnic, and popular traditions. (LIT)

**ENGL 255. Global Literatures in English.** 3 hr.; 3 cr. Prereq.: ENGL 130 or 170W or permission of the department. A historical study of the diversity of modern and contemporary Anglophone and related literatures translated into English encompassing the complex transnational and postcolonial nature of much modern writing in English. (LIT)

**ENGL 290. The English Language.** 3 hr.; 3 cr. Prereq.: ENGL 170W. The historical study of English, including an examination of its present structure, its

early origins, and its development. Attention is given to principles of linguistic change, vocabulary and semantics, the English language in America, and world Englishes.

**ENGL 299.1, 299.2, 299.3. Internship.** ENGL 299.1, 45 hr.; 1 cr., ENGL 299.2, 90 hr.; 2 cr., ENGL 299.3, 135 hr.; 3 cr. Prereq.: Permission of the department. Experiential learning through placement. Opportunity to test and demonstrate academic learning in an organizational setting and receive academic credit. Internships may also carry a stipend. A learning contract as well as an academically related project will be worked out with an advisor. May be repeated for credit, but no more than 3 credits may be applied to the major in English.

**ENGL 301W. Fiction Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 210W or permission of the instructor. Intensive practice in the writing of fiction, with related readings. May be repeated once for credit toward degree but may be applied only once to the major.

**ENGL 302. Playwriting Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 210W or permission of the instructor. Intensive practice in the writing of plays, with related readings. May be repeated once for credit toward degree but may be applied only once to the major.

**ENGL 303W. Nonfiction Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 211W or permission of the instructor. Intensive practice in the writing of nonfiction as an art form, with related readings. In some semesters the course may focus on one particular mode of nonfiction. May be repeated once for credit toward degree but may be applied only once to the major.

**ENGL 304. Poetry Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 210W or permission of the instructor. Intensive practice in the writing of poems, with related readings. May be repeated once for credit toward degree but may be applied only once to the major.

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**ENGL 305, 305W. VT: Studies in Literature and Culture.** 3 hr.; 3 cr. Prereq.: ENGL 170W. The topic of the course, announced in advance, varies each semester. The course may be taken for credit more than once if the topic is different.

**ENGL 306. VT: Studies in Poetry.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A close study of the reading of poetry. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. This is a variable topics course, which can be repeated for credit if the topic is different.

**ENGL 307. VT: Studies in Fiction.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A close study of fictional genres. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. This is a variable topics course, which can be repeated for credit if the topic is different.

**ENGL 308. VT: Studies in Drama and Performance.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A close study of drama and performance. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. This is a variable topics course, which can be repeated for credit if the topic is different.

**ENGL 309. VT: Studies in Theory.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A close study of literary theory. Topics may focus on critical race theory, feminist theory, queer theory, psychoanalysis, deconstruction, new historicism, Marxism, and postcolonial theory, among others. This is a variable topics course, which can be repeated for credit if the topic is different.

**ENGL 310. VT: Studies in Non-Fiction Prose.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A close study in non-fiction prose, including but not limited to essays, autobiography and biography, and travel narratives. Topics may include the literary form of life narratives and the development of life-writing as a genre, the

identity of “nonfiction” and its relation to ideas of fiction and truth, and the personal, social, and political roles of nonfiction prose. This is a variable topics course, which can be repeated for credit if the topic is different.

**ENGL 311. Medieval Literature, Pre-1100.** 3 hr.; 3 cr. Prereq.: ENGL 170W. Old English literature in translation studied in the context of Western European culture of the 7th to 11th centuries. Topics include the relations among races, religions, and cultures, ideas of heroism, devotional practices, and feudalism. Texts and genres taken up might include Beowulf, the Old English elegies, saints’ lives, riddles and wisdom literature, and sermons. (LIT)

**ENGL 312. Medieval Literature, 1100–1500.** 3 hr.; 3 cr. Prereq.: ENGL 170W. The literature of Western Europe, studied principally in modern English translation. Topics taken up might be courtly love or fin amor, chivalry and courtliness, the rise of mercantile and artisanal identities, and devotional practices. Genres taken up might include epic and romance, lyric, drama, and religious writing; authors might include Marie de France, the Pearl poet, John Gower, William Langland, Margery Kempe, and Julian of Norwich. (LIT)

**ENGL 313. The Arthurian Tradition.** 3 hr.; 3 cr. Prereq.: ENGL 170W. Historical, legendary, and literary developments in the Middle Ages from Geoffrey of Monmouth to Malory, as well as post-medieval engagements with the Arthurian tradition in such authors as Spenser, Tennyson, Twain, and T.H. White.

**ENGL 314. VT: Studies in Popular Genres.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of popular genres such as science fiction, mystery, detective, romance, dystopian literature, thrillers, fantasy, and fanfiction, with attention to the defining features of major popular genres as they have changed over time. The course might be devoted to one major popular genre or cover multiple genres in a comparative way. Topics may include the role of genre texts in contemporary culture, questions of the “popular”

and the “canonical,” diversity and inclusion in popular genres, cross-media adaptations of popular genres (such as drama, film, television, and digital media), hybrid and experimental forms, and the contributions of genre theory to literary analysis.

**ENGL 315. Digital Literary Studies.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the theory and practice of digital humanities methods for literary studies. Topics may include the history and theory of the digital humanities (DH), DH disruptions of traditional scholarship, the nature of reading, as well as specific skills such as n-gram analysis, topic modeling, text mining, LDA, and data visualization.

**ENGL 316. VT: Interdisciplinary Approaches to Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the relationship between literary scholarship and other disciplines such as religion, psychology, political science, philosophy, and science. The course can focus on one or more interdisciplinary approaches. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

**ENGL 317. Adaptation Studies.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the theory and practice of cross-media adaptation, including literature, drama, film, comics, toys, and videogames. Topics may include narrative theories of adaptation, industrial practices around adaptation, transmedia storytelling, or genres of literary adaptation.

**ENGL 318. Modernisms.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A multi-genre study of texts, theories, and cultures of the modernist period (approximately 1900–1945). Topics may include literary/aesthetic experiments like surrealism and abstraction; individuality and anonymity; cosmopolitanism, liberalism, and the rise of fascism; colonialism, imperialism, and mass migration; the World Wars and the experience of trauma; comparative modernities and modernisms; and the

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women's rights movement. Genres may include fiction, manifestos, poetry, drama, memoir, reportage, case studies, periodicals, and radio, film, and visual media, alongside prominent theories of modernism.

**ENGL 319. Twentieth- and Twenty-First-Century Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A multi-genre study of texts, theories, and cultures from 1945 to the present. Topics may include postmodernism and late/global capitalism; civil rights and decolonial movements; states of emergency and exception; technological change and post-humanism; parody and pastiche; the Cold War and paranoia; climate change and climate justice; and popular culture. Genres may include speculative fiction, drama, comedy, memoir, fiction, poetry, visual media, and creative nonfiction alongside prominent theories of postmodernism, postcolonialism, and contemporary culture.

**ENGL 320. Early Modern Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. English poetry and prose (non-dramatic) of the sixteenth century. Topics may include the consolidation of royal control under the Tudor dynasty, the impact of the Reformation, and English conceptions of nationhood. Authors studied may include Thomas More, Thomas Wyatt, Sir Philip Sidney, Edmund Spenser, Christopher Marlowe, and William Shakespeare. Literary forms and genres such as courtly and pastoral poetry as well as allegory, romance, and epic may be considered. (LIT)

**ENGL 321. Seventeenth-Century Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. English poetry and prose of the seventeenth century. Topics may include Stuart absolutism, Puritan dissent, the English Civil War, print culture, scientific discovery, and the Atlantic world. Literary forms, genres, and movements may include metaphysical poetry, cavalier poetry, the court masque, the devotional lyric, life writing, and early prose fiction. Authors may include Jonson, Donne, Herbert, Marvell, Traherne, Cavendish, Behn, and Milton. (LIT)

**ENGL 322. Restoration and Eighteenth-Century Literature** 3 hr.; 3 cr. Prereq.: ENGL 170W. British poetry and nonfiction prose texts from 1600 through the end of the eighteenth century. Genres may include Augustan satire, philosophical poems, prose satire, philosophical fables, autobiographical writing, philosophical texts, and historical writing. Writers may include Dryden, Pope, Swift, Johnson, Burney, Boswell, Equiano, Hume, and Gibbon. (LIT)

**ENGL 323. British Romanticism.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the literature of the British Romantic period, late eighteenth to early nineteenth century. Topics may include nature, consciousness, fantasy, revolution, sentiment, political reform, and poetic form, while writers may include Blake, Coleridge, Wordsworth, Byron, Hemans, Keats, Landon, Percy Shelley, Mary Shelley, Wollstonecraft, Edgeworth, de Quincey, Godwin, Hazlitt, and Rousseau.

**ENGL 324. Victorian Poetry and Prose.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the culture, politics, poetry, journalism, prose, and drama of Victorian England. Topics may include imperialism and race, the Woman Question, industrialization, urban conditions, crime, aestheticism, socialism, Darwinism, and global culture. Writers may include Mayhew, Carlyle, Tennyson, Barrett Browning, Swinburne, Browning, Ruskin, Wilde, Pater, Nightingale, Rossetti, Kipling, and Oliphant.

**ENGL 325. VT: Gender and Sexualities.** 3 hr.; 3 cr. Prereq.: ENGL 170W. An exploration of the literature and culture of gender and sexuality. Topics may include feminist and queer theory, traditions of lesbian, gay, bisexual, transgender, and queer writing (autobiography, fiction, poetry, etc.) or themes such as marriage, sexual and gender identity, or HIV/AIDS. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

**ENGL 326. VT: Women's Writing.** 3 hr.; 3 cr. Prereq.: ENGL 170W. The study of writing by and for women in American, British, and/or Anglophone literature. Topics may include how gender and such factors as race, ethnicity, sexuality, and/or class shape women's lives; the emergence of the category "women writers" and its relationship to literary studies; and conditions affecting women's literacy and literary production. The course can focus on a single period, a particular genre, or a specific theme (marriage, politics and society, the nation). This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

**ENGL 327, 327W. Environmental Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. The study of literature and culture from an environmental or ecological perspective, broadly defined as "ecocriticism." Genres and literary movements may include travel narratives, the novel, poetry, the essay, Romanticism, Transcendentalism, or Pastoralism. Topics may include industrialization and urbanization, colonialism and empire, crisis and ecocollapse, animal studies, evolution, environmental justice, and anthropocentrism..

**ENGL 328. VT: Topics in Children's Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of literature written for children, with such topics as the rise of children's literature as a separate genre, changing visions of childhood, the relationship of text to image in illustrated books, and the various controversies that have arisen around children's literature. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

**ENGL 329. Young Adult Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of literature written for adolescents, including influential early, classic, and contemporary texts by such writers as S.E. Hinton, Walter Dean Myers, Jacqueline Woodson, and J.D. Salinger. Topics for investigation may include the rise

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of YA literature as a separate genre, changing visions of adolescence, coming of age, depictions of sexuality, and various controversies that have arisen around YA literature.

**ENGL 331. Chaucer.** 3 hr.; 3 cr. Prereq.: ENGL 170W. An intensive study of Chaucer's poetry. Works discussed may include *The Canterbury Tales*, *Troilus and Criseyde*, the dream visions, and the short poems.

**ENGL 332. Shakespeare I.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study focusing largely on the comedies and histories written during the first part of Shakespeare's career to 1603. Topics may include the formation of professional acting companies and the construction of permanent theaters, patronage of and hostility towards players and plays, and religious and political controversies of Queen Elizabeth I's reign. (LIT)

**ENGL 333. Shakespeare II.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study focusing largely on the tragedies and late romances written during the second part of Shakespeare's career from 1603 to 1614. Topics may include the formation of the King's Men under the patronage of James I as well as the political and religious conflicts under Stuart rule. (LIT)

**ENGL 334. Milton.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of Milton's poetry with selections from his controversial prose, focusing on Milton's development as a poet, his literary sources and models, and influence on later writers. Attention will also be given to Milton's contributions to social, political, and religious thought, principally on questions of censorship, toleration, marriage, and republican government. (LIT)

**ENGL 340. Medieval and Early Modern Drama.** 3 hr.; 3 cr. Prereq.: ENGL 170W. English drama, exclusive of Shakespeare, from its medieval origins to the closing of the theatres in 1642. Examples of such early forms as the miracle play and the morality play will be examined, and particular attention will be paid to tragedy, tragicomedy,

and satire. Playwrights studied will include figures like Marlowe, Jonson, Webster, Middleton, and Beaumont and Fletcher. Conventions of the medieval, Tudor, and Stuart stage will be discussed. (LIT)

**ENGL 341. Drama of the Restoration and Eighteenth Century.** 3 hr.; 3 cr. Prereq.: ENGL 170W. British drama from the reopening of the theatres in 1660 to 1800, covering genres such as the heroic drama and comedy of intrigue of the Restoration, the sentimental comedy and tradesmen's tragedy of mid-century, and the comedy of situation and wit of the late Georgian period. Writers may include Dryden, Wycherley, Behn, Congreve, Steele, Lillo, Gay, Goldsmith, and Sheridan.

**ENGL 344. The Eighteenth-Century Novel.** 3 hr.; 3 cr. Prereq.: ENGL 170W. The origin and development of British prose fiction from 1660 to 1830. Topics may include other genres like travel narratives, sermons, fables, etiquette manuals, and modes of writing like the picaresque, the sentimental, the seduction narrative, the moral, the epistolary, and the Gothic. Writers may include Behn, Haywood, Defoe, Richardson, Fielding, Lennox, Sterne, Austen, Edgeworth, Scott, and Shelley. (LIT)

**ENGL 345. The Nineteenth-Century Novel.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the range, development, and cultural work of Victorian novels. Topics may include genres like realism, sensation fiction, domestic fiction, detective fiction, and popular fiction, as well as narrative forms like the marriage plot and the Bildungsroman, investigating how the novel shaped normative ideas of gender, race, and class, but also provided ways to resist them. Authors may include Dickens, Eliot, Austen, Braddon, Collins, Wood, Gaskell, Oliphant, Charlotte Brontë, Emily Brontë, Wilde, Trollope, and Kipling.

**ENGL 346. Early Twentieth-Century Fiction.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of fiction written

from 1900 to the end of World War II. The course will include a consideration of how twentieth-century fiction responds to and rewrites earlier realist conventions and Victorian norms; it may thus include some fiction from before 1900. Topics may include stream-of-consciousness and experimental forms; the World Wars; colonialism, anticolonial struggle, and changes in racial definitions; and the women's rights movement. Writers may include Willa Cather, William Faulkner, E.M. Forster, Ernest Hemingway, Zora Neale Hurston, Henry James, James Joyce, Nella Larsen, D.H. Lawrence, Katherine Mansfield, George Orwell, Gertrude Stein, Sui Sin Far, Jean Toomer, and Virginia Woolf.

**ENGL 348: The Early Black Atlantic.** 3 hr.; 3 cr. Prereq.: ENGL 170W. An interdisciplinary study of the first diasporic Africans to write in English, from the onset of European trade on the West African coast to the Age of Revolutions. This course will consider issues such as the emergence of racial identity, creolization, religion, print culture, racial capitalism, resistance, and the reshaping of gender and sexuality in the crucible of the Atlantic world economy. Genres will include sermons, fiction, editorials, folklore, poetry, autobiography, and polemics.

**ENGL 349. Colonial American Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study in the literatures of early colonial America (approximately 1490–1750), with a focus on the cultural ties between North America, Europe, and the West Indies during the period of New World settlement. Genres may include folklore, spiritual autobiographies, captivity narratives, sermons, poetry, and periodicals, and topics may include indigeneity, colonialism, imperialism, slavery, gender, race, religion, exploration, identity, diaspora, and captivity.

**ENGL 350. Early American Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study in the literatures, theory, and cultures of the early United States in its global context (approximately 1760–1850). Genres might include

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the novel, slave writings, essays, periodicals, the short story, and poetry, and topics might include revolution, slavery, national identity, citizenship, literacy, diaspora, sovereignty, and liberty. (LIT)

### **ENGL 351. Nineteenth-Century U.S.**

**Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study in the literatures and cultures of the nineteenth-century United States. Topics may include individualism, ecology, aesthetics, gender, imperialism, regionalism, frontier and territorial expansion, scientific advancement, slavery, and the Civil War, and literary genres and movements might include Romanticism, Realism, Naturalism, Regionalism, Transcendentalism, the novel, slave writings, short stories, and poetry.

**ENGL 352. Late-Nineteenth- and Early-Twentieth-Century U.S. Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study in the literatures and cultures of the late nineteenth and early twentieth century United States (approximately 1880–1930). Topics may include modernization, technological change, consumer culture, wealth consolidation, new understandings of identity (ethnicity, race, gender, class and sexuality), and literary movements such as Naturalism, Regionalism, Modernism, and the Harlem Renaissance.

**ENGL 353. Mid-Twentieth- and Twenty-First-Century U.S. Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study in the literatures and cultures of the mid- twentieth- and twenty-first century United States (approximately 1940–present). Topics include war, immigration, technology, race, imperialism, globalization, gender, sexuality, class, and the decade as an artifact of inquiry. Course texts may include a variety of literary and non-literary texts such as novels, verse, song lyrics, manifestos, comics, journalism, television, electronic literature, or video games.

**ENGL 354. African-American Literature I.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of selected writing by and about people of African descent from

the onset of the transatlantic slave trade to the end of Reconstruction. Genres may include folklore, petition, poetry, slave narrative, polemic, journalism, drama, and fiction--addressed to white and nonwhite audiences, in the US or throughout the globe.(LIT)

**ENGL 355. African-American Literature II.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of African Americans' engagement with national and global culture and politics from the end of Reconstruction to the present, covering such movements as Realism, Black Arts, pan-Africanism, womanism, and postmodernism. A variety of verbal and narrative genres will be considered. (LIT)

**ENGL 356. Literature of the American Indians.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the tales, poems, religious beliefs, and literature of Native American peoples, which may also include some literature about Native Americans since the onset of settler colonialism. (LIT)

**ENGL 360. VT: Latino/Latina Literature in English.** 3 hr.; 3 cr. Prereq.: ENGL 170W. Literature written by and directed at those of Latino descent, including classic and contemporary influential texts by such writers as Sandra Cisneros, Junot Diaz, Gloria Anzaldúa, and Julia Alvarez. Topics for investigation may include experiences of immigration, coming of age, sexuality, gender, race, identity, community, and language. This course may be repeated for credit if the topic is different. (LIT)

**ENGL 363. VT: Global Literatures in English.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A comparative study of Anglophone literature that brings writers and/or literary movements in or from Africa, Australia, New Zealand, Canada, India, and the English-speaking Caribbean in conversation through a theme, genre, and/or theoretical approach. Themes, genres, and/or theoretical approaches can vary, like the countries/regions/areas studied. This is a variable topics course, which may be taken more than

once if the topic is different but may be applied only once to the major. (LIT)

**ENGL 364. VT: African Literature and Culture.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study in the literatures and cultures of Africa that may include focus on poetry, drama, film, fiction, and non-fiction prose. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major. (LIT)

**ENGL 365. Celtic Myth and Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the Celtic literature of the British Isles from the age of Beowulf to the age of Chaucer, focusing primarily on the treatment in prose and verse of the figures of the king, the goddess, the warrior, and the poet in Irish and Welsh tradition. Attention is given to the relationships among Celtic, English, and continental literatures. All readings in English translation.

**ENGL 366. Introduction to Irish Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A survey of important works of Irish literature from the Middle Ages to the present, with emphasis on the continuity of Irish tradition as well as on the shifting political and social contexts in which Irish literature has been produced. Readings will include Old and Middle Irish poetry and saga; the literature of both Anglo-Irish ascendancy and conquered Gaelic Ireland during the long period of English rule; the poetry, drama, and fiction of the extraordinary literary revival that took place in the late nineteenth and early twentieth centuries; and the literature of modern and contemporary Ireland. (LIT)

**ENGL 367. Modern Irish Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of modern Irish writers in the context of Irish history and culture. Authors will include W.B. Yeats, Lady Augusta Gregory, J.M. Synge, James Joyce, Samuel Beckett, Edna O'Brien, Eavan Boland, Seamus Heaney, and Nuala Ní Dhomhnaill. (LIT)

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**ENGL 368W. VT: Irish Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. Detailed study of a major writer, such as W. B. Yeats, James Joyce, Brian O’Nolan, Seamus Heaney, or Medbh McGuckian, or of a group of writers, such as the contemporary Ulster poets. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major. (LIT)

**ENGL 369. Asian American Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of literature written by and about Asian Americans, which may include texts by writers such as Edith Eaton, Carlos Bulosan, John Okada, Maxine Hong Kingston, Chang-rae Lee, Jhumpa Lahiri, and Nina Revoyr. Topics may include race and racism, gender, sexuality, class, immigration, internment, war, political movements, cross-racial conflicts and solidarities, and globalization. (LIT)

**ENGL 370. Nineteenth- and Early-Twentieth-Century Drama.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of drama written from 1800 to the end of World War II. Topics may include realism and surrealism; melodrama; theatre of cruelty; transnational influences and movements; nationalisms; political theatre; and feminist themes. Writers may include Maxwell Anderson, Bertolt Brecht, Gilbert and Sullivan, Susan Glaspell, Zora Neale Hurston, Henrik Ibsen, Sean O’Casey, Clifford Odets, Eugene O’Neill, George Bernard Shaw, August Strindberg, J.M. Synge, Rabindranath Tagore, Oscar Wilde, and Thornton Wilder.

**ENGL 371. Twentieth- and Twenty-First-Century Drama and Performance.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of drama and performance from World War II to the present. Topics may include theatre of the absurd; musical theatre; political theatre; expanding explorations of gender, sexual, racial, and ethnic identities; and installations, “happenings,” and performance art. Writers may include Edward Albee, Samuel Beckett,

Lillian Hellman, Suzan-Lori Parks, Harold Pinter, Wole Soyinka, Tennessee Williams, August Wilson, and recent experimental dramatists and performance artists.

**ENGL 372. Anglophone African Fiction.** 3 hr.; 3 cr. Prereq.: English 170W. A course exploring themes and authors important in English-language fiction from Africa and examining the critical debates that have enlivened this fiction’s production and interpretation. Authors may include Aboulela, Achebe, Armah, Dangarembga, Ngugi, and Tutuola. Topics may include postcolonial narrative strategies; innovation and cultural hybridity; African cosmopolitanism; and the construction of national, racial, and gender identities, among others.

**ENGL 373. Early Twentieth-Century Poetry.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of poetry from 1900 to the end of World War II. Topics may include the poetry of World War I; modernism(s); imagism; the Harlem Renaissance; transnationalism and migration; queer identity; fascism; Orientalism; and Christianity and secularization. Writers may include W.H. Auden, Countee Cullen, Hart Crane, T.S. Eliot, Robert Frost, Thomas Hardy, Langston Hughes, Claude McKay, Marianne Moore, Ezra Pound, Gertrude Stein, Wallace Stevens, Dylan Thomas, William Carlos Williams, and William Butler Yeats.

**ENGL 374. Twentieth- and Twenty-First-Century Poetry.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of poetry from World War II to the present. Topics may include confessional poetry and poetic autobiography; the New York School; language poetry; the Black Arts Movement; projectivism and the Black Mountain School; and the Beat Generation. Writers may include John Ashbery, Amiri Baraka, Elizabeth Bishop, Kamau Brathwaite, Gwendolyn Brooks, Robert Creeley, Allen Ginsberg, Nikki Giovanni, Louise Glück, Seamus Heaney, Lyn Hejinian, Juan Felipe Herrera, Yusef Komunyakaa, Philip Larkin, Audre Lorde, Frank O’Hara, Sylvia Plath, Adrienne Rich, Theodore

Roethke, Ntozake Shange, Derek Walcott, John Yau, and others associated with trends and movements of contemporary verse.

**ENGL 376. Twentieth- and Twenty-First-Century Fiction.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of fiction written from 1945 to the present. Topics may include decolonization and movements for racial equality; nationalisms; ethnic identities; feminism and LGBTQ activism; the cold war; narrative experimentation; the Vietnam war. Writers may include Chinua Achebe, James Baldwin, Samuel Beckett, Saul Bellow, Angela Carter, J.M. Coetzee, Tsitsi Dangarembga, Junot Diaz, Philip K. Dick, Ralph Ellison, Kazuo Ishiguro, Jamaica Kincaid, Toni Morrison, Alice Munro, Vladimir Nabokov, Ngugi wa Thiong’o, V.S. Naipaul, Thomas Pynchon, Salman Rushdie, Zadie Smith, Muriel Spark, and Richard Wright.

**ENGL 377. VT: Modern South Asian Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. The literatures from the South Asian subcontinent organized around a theme, such as the literature of colonization/decolonization; multilingualism and translation; nationalism and globalization; secularity, the novel, and the lyric. Texts may be written in English but could also be read in translation, possibly including writers such as Bama, Shah Abdul Latif Bhittai, Anita Desai, Mirza Asadullah Khan Ghalib, and Salman Rushdie. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major. (LIT)

**ENGL 378. VT: Caribbean Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. An exploration of the literature, history, and culture of the Caribbean region, ranging from colonization and slavery to contemporary formations of identity and self. Topics include creolization, carnival, gender politics, maroonage, and discourses of exile. This is a variable topics course, which may be

## ENGLISH

taken more than once if the topic is different but may be applied only once to the major. (LIT)

**ENGL 379. VT: Transnational/ Postcolonial/ Global Literature.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of literature at the limits of nations and national cultures, using theory and cultural studies to consider themes such as: globalization, global English, and the novel; the black Atlantic; the literature of urbanization; Orientalism and Occidentalism; postcoloniality and world literature. Authors may include, for example, Daniel Alarcon, J.M. Coetzee, Maryse Condé, Rana Dasgupta, Anita Desai, Amitav Ghosh, Yiyun Li, Ruth Ozeki, Salman Rushdie, and Justin Torres. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major. (LIT)

**ENGL 380. Classical Backgrounds of Literature in English.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of selected works of Greek and Latin literature in translation in relation to the development of English-language literature. Topics may include the epic, the development of tragic drama, and lyric and satirical poetry, and the theory and practice of translation. Authors may include Sappho, Sophocles, Aeschylus, Euripides, Aristophanes, Homer, Virgil, Ovid, Catullus, Horace, Tacitus, Livy, Juvenal, and Lucretius, read alongside selections from English language authors like Chaucer, Shakespeare, Milton, Dryden, Pope, Johnson, Joyce, Eugene O'Neill, Robert Lowell, Spike Lee, and Anne Carson.

**ENGL 381. The Literature of the Bible.** 3 hr.; 3 cr. Prereq.: ENGL 170W. Biblical literature in English translation, including narratives, prophetic literature, gospels, apocalypses, and poetry. Material is studied with attention to its sociological and historical background, its literary value, and its relevance to two religions. Biblical influence on English language literature may be examined in such authors as Milton, Dryden, Smart, Blake, Byron, Melville, Dickinson, and

twentieth-century and contemporary English-language poetry. Cannot be taken for credit if student has taken English 153.

**ENGL 389. VT: Literature and Folklore.** 3 hr.; 3 cr. Prereq.: ENGL 170W. The study of the intersection of folklore (for example, fairy tales, myths, and/or traditional songs) and literature. Approaches may be historical, narratological, feminist, and/or psychological, and consider the work of scholars such as Marina Warner, Sigmund Freud, Maria Tatar, and Sir James Frazier. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

**ENGL 390. Comedy and Satire.** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of comedy and satire in literature and culture. Topics may include the historical development of comedy and satire; theories of humor and laughter; and representations of race, gender, sexuality, and class. The course will examine a range of genres and forms, such as comedy of manners, farce, theatre of the absurd, vaudeville and minstrelsy, comedic/satirical fiction, comedic/satirical films, sitcoms, stand-up comedy, and sketch and improv comedy.

**ENGL 391W. Senior Seminar: Topics in Literature.** 4.0 lec. hr.; 4.0 cr. Prereq.: English major with senior status or consent of the instructor. This course allows the instructor and a small group of advanced English majors to pursue in depth a topic in literature or literary theory.

**ENGL 394W. Writing Multilingualism.** 3 hr.; 3 cr. Prereq.: ENGL 170W or 200W. Active engagement and experience in the playful and academic practice of writing from and for multilingual realities. Specific attention to audience awareness, ethical choices, and multilingualism as lived experience.

**ENGL 396. VT: Writing Studies.** 3 hr.; 3 cr. Prereq.: ENGL 170W or 200W. Advanced instruction and practice in the theoretical, stylistic, and ethical matters connected to the study of writing. Topics may include methodologies of writing research, histories and theories of literacy and writing, theories on composing and language use, rhetorical theory, or digital composing. The course may be taken for credit more than once if the topic is different.

**ENGL 397W. VT: Seminar in Teaching Writing.** 4 hr.; 4 cr. Prereq.: ENGL 170W or or ENGL 200W. Various issues in the teaching of writing. Topics may include composition theory, theory of language, community literacy practices, college writing instruction, writing center practices, and teacher or tutor training. The course may be taken for credit more than once if the topic is different.

**ENGL 399W. Department Honors Seminar.** 4 hr.; 4 cr. Prereq.: Enrollment in the English Department's Honors Program. This seminar, required of department Honors candidates, is organized around a broad theme, often interdisciplinary, and includes individual research projects, which are presented at a student conference in the Spring. The seminar is taken twice, in the Fall and Spring of the same academic year, and this two-semester sequence counts toward the requirements for Honors in English. Three credits of 399W replace the senior seminar required for the major, and the additional three credits replace one of the seven electives for the major.



# European Languages & Literatures

*Chair:* Gerasimus Katsan

*Undergraduate Advisors:* Regine Joseph (French); Christine Spreizer (German); Gerasimus Katsan (Modern Greek); Eugenia Paulicelli (Italian); Svetlana Cheloukhina (Russian)

*Graduate Advisors:* David Andrew Jones (French); Eugenia Paulicelli (Italian)

*Department Office:* Queens Hall 200, 718-997-5980; Fax 718-997-5072

*Distinguished Professor:* Tamburri; *Professors:* Brown, Paulicelli; *Associate Professors:* Cheloukhina, Corradi, Jones, Katsan, Spreizer, Sullivan; *Assistant Professors:* Attar, Joseph; *Lecturer:* Fadoul; *Department Secretary:* Maldonado; *Professors Emeritus:* Evans, Haller, Sungolowsky; *Associate Professor Emeritus:* Bird

*Majors Offered:* French (State Education Code 26464), German (State Education Code 26465), Italian (State Education Code 26466), Russian (State Education Code 02751)

The program of instruction in the European Languages and Literatures Department seeks, through the achievement of an accurate reading knowledge, adequate aural comprehension, and conversational proficiency, to prepare students to understand, appreciate, and use professionally the language, literature, and culture of the French-, German-, Greek-, Italian-, and Russian-speaking worlds. Upon completion of the basic courses, students are expected to have a thorough, practical command of the language they have studied, including an ability to understand more fully the culture or cultures of which that language is a reflection. Elective courses consist of both linguistic and literary studies of a more advanced and specialized nature.

In all courses, correlation with other departments of the college is encouraged whenever students' use of their language training can be made effective in their field of specialization.

## Department Awards

The European Languages and Literatures Department offers the following awards to students pursuing their studies in the department: the *Sheila Endler-Landau Memorial Prize* in French; the *German Language Award of the Steuben Society of America*; the *Robert W. Hartle Award for Excellence in a Romance Language*; the *Italian Prize*; the *Literary Society Foundation Prize* in German; the *Norman H. Paul Award* in French; the *Norman H. Paul CUNY/Paris Travel Grant*; as well as prizes in Italian offered by Italian business firms and friends of Italian studies at Queens College. Special department awards are also offered to students who have excelled in French, German, Italian, Modern Greek, or Russian.

## THE MAJORS

- Majors are offered in the day session in French, Italian, German, and Russian.
- Up to 36 credits are required for the major. Additional credits may be taken in courses related in content and purpose, and may include political science, geography, economics, history, anthropology, art, music, and other such adjunct courses. All prospective majors must consult a department advisor before filing proper concentration forms.
- Students who plan to teach French, German, or Italian in secondary schools should also take at least three courses in a second foreign language. (*Note:* There is no approved program in Russian secondary school teaching.) Approval for student teaching normally requires a 3.0 average in elective courses and the grade of *B* in intermediate conversation, phonetics, and grammar.

- Students interested in a Byzantine and Modern Greek major, which has a Greek language requirement, should consult with the Director of the Byzantine and Modern Greek Studies Program (Jefferson 301, 718-997-4520).

## THE MINORS

A minor is offered in the day session in French, German, Modern Greek, Italian, and Russian as well as in European Studies. For requirements, see the individual descriptions in the following pages. All prospective minors must consult a department advisor to have their programs approved.

The minor in European Studies is designed for students wishing to gain familiarity with the languages, literatures, arts, history, and institutions of Europe. Students preparing for careers in international business, law, education, government, diplomacy, and art history will benefit from a minor in European Studies.

## Requirements for the Minor in European Studies (18–26 credits)

Three courses (9 credits) in the EURO category chosen from the following courses\*:

EURO 101, 101W European Cultures and Traditions  
EURO 201, 201W The Arts in Europe  
EURO 202, 202W Languages of Europe  
EURO 203, 203W European Literatures  
EURO 250, 250W European Film and Media  
EURO 301, 301W Topics in European Studies  
EURO 398 Internship

Three courses (9 credits) taught in English from three different language programs chosen from the following courses:

FREN 41, 41W: French and Francophone Literatures in Translation  
FREN 45, 45W: French and Francophone Culture and Thought  
FREN 250, 250W: French and Francophone Film and Media

## EUROPEAN LANGUAGES & LITERATURES

GERM 41, 41W: German Literature in Translation  
GERM 45, 45W: German Culture and Thought  
GERM 250, 250W: German Film and Media  
GRKMD 41, 41W: Modern Greek Literature in Translation  
GRKMD 100, 100W: Modern Greek Culture and Thought  
GRKMD 250, 250W: Modern Greek Film and Media  
ITAL 41, 41W: Italian Literature in Translation  
ITAL 45, 45W: Italian Culture and Thought  
ITAL 250, 250W: Italian Film and Media  
RUSS 150, 150W: Russian Culture and Thought  
RUSS 155, 155W: Keys to Russian Literature  
RUSS 244, 244W: Russian and East European Film and Media

Language requirement: Proficiency at the 112 level in one European Language taught in the department of European Languages and Literatures.

\*European Studies minors may replace a EURO course with *one* pertinent course in another discipline (Art History, Anthropology, History, Comparative Literature, Hispanic Languages and Literatures, Media Studies, Political Science, etc.) in consultation with an ELL advisor.

### EURO COURSES

Cultural knowledge and the awareness of being part of a global reality involve the need to understand individual cultural identities. Europe's history, its myths, and ongoing realities have always been, and still are, part of a complex process requiring the study and the implications of disciplines that span from the arts and humanities to the social sciences. These courses encourage students from different ethnic backgrounds and cultures to think critically, to develop their individual creativity and research interests, and to improve their writing skills. The courses serve to enrich the students' knowledge of the liberal arts tradition across the spectrum of European cultures. They may be combined with courses

required for students' majors or minors. Students with an interest in European and non-European languages who are studying other fields—anthropology, art, business and liberal arts, comparative literature, economics, education, film and media studies, history, Jewish studies, linguistics, political science, sociology, women's studies, or world studies—can broaden their perspectives and prepare themselves for graduate study as well as future careers by taking EURO courses.

### EURO 101, 101W. European Cultures and Traditions.

3 hr.; 3 cr. Prereq.: ENGL 110. Introduction to European cultures, their institutions and practices. Topics may include the land, its people, its artistic, intellectual, and cultural movements; the impact of evolving geopolitical and cultural realities of the European Union on contemporary patterns of politics, culture, and society.

### EURO 120. Writing about European Literature and Culture.

3 hrs. lec.; 3 cr. Prereq.: English 110. EURO 120 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of European Literature and Culture. Students will read, discuss, and write about authentic French, German, Italian, Modern Greek, and/or Russian literary and cultural materials. Students will develop analytical and writing skills by performing close readings of primary texts, contextualizing their interpretations through discussions of secondary texts, and developing their own original theses on European literary and cultural productions. (EC2)

### EURO 201, 201W. The Arts in Europe.

3 hr.; 3 cr. Prereq.: ENGL 110, two semesters of instruction in one foreign language (or permission of the department). Exploration through multimedia of the role, function, and impact of one of the arts such as fashion, music, painting, cabaret, theatre, dance, in narrating and shaping European identities and culture. This course

may be repeated once provided the topic is different.

### EURO 202, 202W. Languages of Europe.

3 hr.; 3 cr. Prereq.: ENGL 110, two semesters of one of the European languages, or permission of the department. A comparative study of selected languages of Europe. Emphasis may be on the origins and historical evolution of the most important European languages, the formation of national languages, and the evolving uses of languages and dialects in contemporary European societies. Aspects to be studied may also include language contact, European languages outside the continent, changing language policies on the European continent. May be repeated once for credit provided the topic is different.

### EURO 203, 203W. European Literatures.

3 hr.; 3 cr. Prereq.: ENGL 110, two semesters of instruction in one foreign language, or permission of the department. The interdisciplinary and cross-cultural study of manifestations of European thought and identities (historical, social, intellectual, religious, political, and gender-related) as reflected in different literary periods in a variety of forms and genres of European literatures (prose, poetry, drama, diaries, memoirs, folklore). The thematic focus may vary each semester. May be repeated once for credit provided the topic is different.

### EURO 250, 250W. European Film and Media.

4 hr.; 3 cr. Prereq.: ENGL 110. The historical, cultural, aesthetic, political, and technical aspects of European film and media as studied through tendencies, topics, or individual directors. May be repeated once for credit provided the topic is different.

### EURO 301, 301W. Topics in European Studies.

3 hr.; 3 cr. Prereq.: ENGL 110, one course in European studies, or permission of the department, and two semesters of instruction or equivalent in one foreign language. The subject for each course will be announced in advance. May be repeated once for credit provided the topic is different.

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### REQUIREMENTS FOR THE MAJOR IN FRENCH (MAJOR CODE 042)

Required: 36 credits taken above the FREN 111 level. Successful completion of FREN 205, 206, 224, 228, two 300-level courses, and one course from the “Eurocourse” category. Students are advised to complete FREN 206 or 228 before enrolling in advanced (FREN 300-level) literature courses. Students should choose courses for the remaining 15 credits in consultation with the undergraduate advisor. No more than three courses taught in English, including the required “Eurocourse,” on relevant aspects of French culture may count toward the major.

### REQUIREMENTS FOR THE MINOR IN FRENCH (MINOR CODE 87)

The minor consists of 15 credits in French beyond the level of FREN 111, chosen in consultation with a departmental advisor. Students may take one class taught in English on relevant aspects of French culture.

### REQUIREMENTS FOR THE MINOR IN FRANCOPHONE AFRICAN STUDIES

The minor consists of 15 credits in three areas. These are:

- 6 credits of French language (offered through the French program).
- 6 credits focused on Francophone African history, economics, or cultures (offered through the Economics or History Departments of the Division of Social Sciences or the Africana Studies Department, Media Studies, Comparative Literature, or the French Program).
- 3 credits from the following choices:
  - A supervised internship of 1–3 Francophone credit(s), depending on the African topic, at the Tech Incubator based on availability and number of Queens College hours;
  - An internship or study abroad program up to 3 credits (to be evaluated) in an accredited program in a Francophone African country;
  - A supplemental, 3-credit course in African literature, involving anthropology, film, history, political science, or creative expression.

Students must maintain an average of 2.0 in order to count courses toward the minor. *P/NC* courses are not counted.

### Elective Courses in French Language and Francophone and French Literatures

Literary analysis, literature, media studies, and culture classes listed below must include African content in order to count toward the minor in Francophone African Studies. Before registering, students must verify with the department that a course will count toward the minor.

French Language: FREN 112, 203, 204, 224, 225, 228, 231, 235

Francophone and French Literature: FREN 360, 367, 370, 375, 380, 385; CMLIT 208, 230, 231, 242

Internship: EURO 398

History: HIST 111, 332, 334

Sociology: SOC 273

Africana Studies: AFST 102

Film, Media Studies, Comparative Literature, and Creative Expression: FREN 250, 250W, ARTH 286; ENGL 364; CMLIT 208, 245; MEDST 344, 344W; DANCE 162, 262

**EURO 398. Internship.** EURO 398.1, 45 hr.; 1 cr., EURO 398.2, 90 hr.; 2 cr., EURO 398.3, 135 hr.; 3 cr. Prereq.: Completion of 15 credits in European Languages and Literatures courses and department approval. Combines firsthand experience in an institution related to European Languages and Literatures with a research project on the sector in which work is done. Students should consult the college Office of Career Development and Internships for listings of available internships and procedures for applying. A proposal must be approved by the department before registration. Students must be supervised by an ELL faculty member. Grades are based on the employer’s and the faculty sponsor’s evaluations of the student’s performance, including midterm and final reports. A maximum of 3 credits of internships may be taken. Students are encouraged to take FREN, ITAL, or GERM 235, as appropriate, before beginning the internship.

## French

The French language, spoken by over 200 million people in over 40 countries, plays a major role in global business, diplomacy, and culture. Moreover, the French and Francophone literary and philosophical tradition has had a profound influence on American society and its institutions. Language courses offered in the French program help students develop proficiency in French, while advanced-level courses in literature and culture introduce students to the French and Francophone tradition. Through advanced instruction in literature and language, students are encouraged to develop a critical approach to literary texts in French, the French language, and French and Francophone culture. For further information, see the course list below or visit [www.qc.cuny.edu](http://www.qc.cuny.edu).

The minor in Francophone African Studies welcomes students interested in the culturally vibrant and economically resilient countries of North, West, and Central Africa and the opportunities that they offer to artists, diplomats, economists, educators, entrepreneurs,

historians, marketers, scientists, musicians, and scholars in every field. It can be combined with majors in economics, political science, history, education, media studies, or a number of other majors in the humanities, social sciences, or natural sciences.

Students who have had less than one and one-half years of high school French normally begin with FREN 111; those entering with two years normally begin with FREN 112; those presenting three years normally begin with FREN 203; and those presenting four years normally begin with FREN 204. Native speakers should consult the chair or a department representative for placement.

French majors and minors are encouraged to take courses via the CUNY/Paris exchange program (for information call 718-997-4608 or visit the college’s website). The department also encourages students to participate in the many scholarship and training programs offered through the French Embassy. See the undergraduate advisor for more information on scholarships, internships, and short-term study-abroad programs.

## EUROPEAN LANGUAGES & LITERATURES

French majors interested in earning a teaching certificate or in pursuing a major in secondary education should contact the Secondary Education and Youth Services Department at their earliest convenience. Successful French majors sometimes pursue master's degrees at Queens College and go on to teaching careers or pursue doctoral degrees in French or comparative literature at the CUNY Graduate Center or elsewhere.

The department houses a chapter of Pi Delta Phi, the national French honor society. The Queens College French Club organizes various on-campus events and cultural excursions in the New York City area.

### THE MAJOR AND MINORS IN FRENCH

See the boxes on page 210 for the specific requirements for the major and minors.

### COURSES\*

Courses are noted where there are special considerations, such as semesters<sup>†</sup> or variable scheduling.<sup>††</sup>

#### *Courses in English*

**FREN 10. French for Reading and Translation I.** 3 hr.; 3 cr. Prereq.: Graduate standing or permission of the department. No previous study of French required. This course provides a thorough presentation of French grammar and introduces students to expository prose in French with the emphasis on reading and translation. Does not count toward the foreign language requirement or the major.

**FREN 11. French for Reading and Translation II.** 3 hr.; 3 cr. Prereq.: FREN 10. Continuation of FREN 10 with reading and translation of longer and more complex texts. Does not count toward the foreign language requirement or the major.

\*MAT charges possible.

**FREN 41, 41W. French and Francophone Literatures in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of French and Francophone literature from its beginnings to the twenty-first century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. May be repeated for credit provided the topic is different. Fall, Spring (LIT)

**FREN 45, 45W. French and Francophone Cultures and Thought.** 3 hr.; 3 cr. This course will deal with the nonliterary aspects of French and Francophone cultures, such as music, the visual and performing arts, and the history of ideas. The specific topics to be considered will vary from semester to semester and from section to section, and will be announced in advance. Readings and class discussions will be conducted in English. May be taken more than once for credit provided the topic is different.<sup>††</sup> (WCGI)

**FREN 250, 250W. French and Francophone Film and Media.** 4 hr.; 3 cr. The course will deal with the various elements of French and Francophone cinema and media: historical, cultural, aesthetic, political, technical, etc. Particular courses may deal with a certain tendency (such as the "New Wave"), period, or individual director (such as Renoir, Cocteau, Godard, Varda, or Sembene). Lectures and work will be done in English; films will be shown in the original language with subtitles. May be taken more than once for credit provided the topic is different.

#### *Basic Language Courses*

**FREN 111. Elementary French I.** 4 hr.; 4 cr. Intended for students with no previous training in French. Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to read, to understand spoken French, to become familiar with cultural aspects of French-speaking countries, and especially to establish a good basic vocabulary. Class

hours include use of the language laboratory. Fall, Spring (LANG)

**FREN 112. Elementary French II.** 4 hr.; 4 cr. Prereq.: FREN 111 or two years of high school French. This course is a continuation of FREN 111. A graded reader is introduced to present literary and cultural aspects of French-speaking countries, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory. Fall, Spring (LANG)

**When circumstances warrant, the department may offer an intensive French course, FREN 111 and 112, for 8 credits.**

**FREN 203. Intermediate French I.** (formerly FREN 113) 3 hr.; 3 cr. Prereq.: FREN 112 or three years of high school French. Grammar review, conversation, and readings in literary and cultural materials at an intermediate level. Fall, Spring (WCGI, LANG)

**FREN 204. French Composition and Grammar I.** 3 hr.; 3 cr. Prereq.: FREN 203 or four years of high school French. Grammar review, conversation, and written assignments designed to improve the students' mastery of spoken French and refine their writing skills (WCGI, LANG).

**FREN 205. Introduction to Literary Analysis.** 3 hr.; 3 cr. Prereq.: FREN 204 or permission of the department. An introduction to reading and analyzing literary works, with special emphasis on critical terminology and development of writing skills in French. The course will concentrate on shorter works from the major genres of literature in French, and prepare students for the future study of literature. Required for majors and others planning to take elective courses in the department. (WCGI, LANG, LIT)

**FREN 206. Introduction to French Literature.** 3 hr.; 3 cr. Prereq.: FREN 204 or permission of the department. Reading, discussion, and analysis of representative works from the Middle Ages to the

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contemporary period. Required for majors and for others planning to take elective courses in the department.

### *Advanced Language Courses*

**FREN 223. Advanced Conversation and Phonetics.** 3 hr.; 3 cr. Prereq.: FREN 204 or permission of the department. Advanced preparation for students who want to perfect their fluency in spoken French. The course will involve intensive practice in both impromptu and prepared conversation and in the study of both phonetics and diction. May not be taken by students with native fluency in spoken French. (WCGI, LANG)

**FREN 224. Advanced French Grammar.** 3 hr.; 3 cr. Prereq.: FREN 204 or permission of the department. Extensive review of grammatical structures, idiom patterns, and common difficulties of the French language. (LANG)

**FREN 225. French Composition and Grammar II.** 3 hr.; 3 cr. Prereq.: FREN 204 or permission of the department. Intensive work in composition, grammatical analysis, and stylistics, further developing writing skills in French. Students will practice different forms of writing (narrative, journalism, literary composition, essay, business correspondence). (LANG)

**FREN 228. Advanced Literary Analysis.** 3 hr.; 3 cr. Prereq.: FREN 205 or permission of the department. Training in the in-depth analysis of literary works. Students will be introduced to critical writing on literature, and sharpen their own techniques of literary analysis. May be repeated once for credit provided the topic is different.

**FREN 231. Skills and Art of Translation.** 3 hr.; 3 cr. Prereq.: FREN 204 or permission of the department. Introduction to the techniques, problems, and theories of translation. The course will involve both French-to-English and English-to-French translation. (LANG)

**FREN 235. Business French.** 3 hr.; 3 cr. Prereq.: FREN 204 or permission of department. Introduction to the use of French in a business context with emphasis on the discussion of cross-cultural differences as well as on the acquisition of practical skills such as drafting business correspondence and developing familiarity with the vocabulary of the workplace. (LANG)

### *Elective Courses in Literature*

**FREN 320. VT: Topics in Early French Literature.** 3 hr.; 3 cr. Prereq.: FREN 206 and 228 or permission of the department. Reading, discussion, and analysis of representative works from the Middle Ages through the sixteenth century. May be repeated once for credit provided the topic is different.††

**FREN 340. VT: Topics in Seventeenth-Century French Literature.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228 or permission of the department. Major literary and cultural works of the French neoclassical age. Authors studied may include Molière, Racine, Corneille, Mme. de Lafayette, Pascal, and Descartes. May be repeated once for credit provided the topic is different.††

**FREN 345. VT: Topics in Eighteenth-Century French Literature.** 3 hr.; 3 cr. Prereq.: FREN 206 and 228 or permission of the department. Reading, discussion, and analysis of major works of the Age of Enlightenment. Authors studied may include Montesquieu, Marivaux, Prévost, Voltaire, Diderot, Rousseau, Beaumarchais, and Laclos. May be repeated once for credit provided the topic is different.††

**FREN 350. French Novel of the Nineteenth Century.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228 or permission of department. The rise of the novel in the nineteenth century. Authors studied may include Hugo, Balzac, Gautier, Stendhal, Flaubert, and Zola. May be repeated once for credit provided the topic is different.††

**FREN 360. French and Francophone Novel since 1900.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228 or permission of the department. Evolution of the novel since 1900. Authors studied may include Gide, Proust, Sartre, Céline, Camus, Duras, Robbe-Grillet, Condé, Genet, and Mudimbe. May be repeated once for credit provided the topic is different.††

**FREN 363. French Poetry of the Nineteenth Century.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228 or permission of the department. Reading, discussion, and analysis of key works of French poetry from the Romantic era through Symbolism. Particular emphasis will be placed on the work of Lamartine, Hugo, Gautier, Baudelaire, Rimbaud, and Mallarmé.††

**FREN 367. VT: Topics in French and Francophone Literature since 1900.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228 or permission of the department. Literary works, other than novels, written since 1900. The course may treat theatre, poetry, or a combination of the two. Authors studied may include Apollinaire, Ponge, Char, Cocteau, Genet, Beckett, and Ionesco. May be repeated once for credit provided the topic is different.

**FREN 370. VT: Topics in Francophone Literature.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228, or permission of the department. Reading and discussion of major works from French-speaking West Africa, the Maghreb, the Caribbean, and Canada. Authors studied may include Senghor, Césaire, Damas, Fanon, Ben Jelloun, Djébar, Kourouma, Sembène, Hébert, Chamoiseau. May be repeated once for credit provided the topic is different. (WCGI, LANG, LIT)

**FREN 375. Contemporary French Literary Theory.** 3 hr.; 3 cr. Prereq.: FREN 228, or permission of the department. Familiarity with the literary theory necessary for a thorough understanding of the aesthetics, ethics, and politics of reading. Particularly recommended for those intending to pursue

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### REQUIREMENTS FOR THE MAJOR IN GERMAN (MAJOR CODE GERM-BA)

In addition to attaining proficiency in German through the level of GERM 111, 33 credits including GERM 204 are required for the major. Students must take at least 24 credits from among the language courses GERM 112–236) and from among courses in the 300 series. The remaining 9 credits may be taken from among any other German courses, including those taught in English (GERM 41, 45, 250, 310–315) including “Eurocourses”. Interested students are urged to consult with the undergraduate advisor for German as early as possible in order to plan their programs.

### REQUIREMENTS FOR THE MINOR IN GERMAN (MINOR CODE GERM-MIN)

15 credits beyond GERM 111 or its equivalent. Six credits must be taken from among the language courses GERM 112 through GERM 236; at least 3 credits are required in the 300 series. The remaining 6 credits may be taken from any other courses above the level of GERM 204, including those taught in English translation (GERM 41, 45, 250, 310–315). Students should consult with the undergraduate advisor for German as early as possible in order to plan their programs.

graduate studies. Topics may include structuralism, deconstruction, feminism, psychoanalysis, queer studies, and the Francophone theory. May be offered periodically in English.

### FREN 380. VT: Women’s Writing in French.

3 hr.; 3 cr. Prereq.: FREN 206 or 228, or permission of the department. Critical reading and discussion of major works written in French by women writers from the Middle Ages to the present. Authors studied may include Marie de France, Labé, Lafayette, Sévigné, de Staël, Sand, Colette, Duras, Cixous, Wittig, Djébar, Chérid, Roy, Condé, Sow Fall. May be repeated once for credit provided the topic is different.

**FREN 385. VT: Seminar.** 3 hr.; 3 cr. Prereq.: Upper junior or senior standing; an average of *B* in elective courses taken in French, or permission of the department. Designed especially to give qualified students the skills of scholarly investigation in such fields as French and Francophone literature, film, civilization, or language. May be repeated once for credit provided the topic is different.

## German

Students who have had less than one and one-half years of high school German normally begin with GERM 111; those entering with two years normally begin with GERM 112; those presenting three years usually begin with GERM 203; and those presenting four years normally begin with GERM 204. Native speakers should consult the department’s advisor in German for correct placement.

The new German program at Queens was developed (together with German programs at Hunter College and at the CUNY Graduate School) with a major grant from the National Endowment for the Humanities. Studies in German at Queens are proficiency-oriented. Students taking German as their foreign language are guided by an undergraduate advisor and the faculty from basic and intermediate language courses to level I and level II elective courses that fit their individual proficiency level. Oral proficiency interviews (OPI) help to determine the exact standing of each student and his/her placement in the appropriate elective course.

### THE MAJOR IN GERMAN

The German program offers two types of major. One major is intended for students primarily interested in literary texts and their historical and intellectual contexts; the second major is for students who wish to study various aspects of the culture, history, political and social institutions, and current affairs of German-

speaking countries. See the box on this page for the specific requirements for the major.

The German Club maintains a varied program of social and cultural events. The department also houses the Delta Omicron Chapter of Delta Phi Alpha, the national German honor society.

The department encourages interested students to take the various standard examinations such as that for the Certificate “Deutsch als Fremdsprache,” issued by the Goethe-Institut in Munich through the Goethe House, New York. Further information about the composition of these tests, as well as about the dates on which they are administered, may be obtained from the academic advisor.

The department maintains connections with the University of Kiel for summer programs and with other German universities for junior-year-abroad programs.

### THE MINOR IN GERMAN

See the box on this page for the specific requirements for the minor.

### COURSES

Courses are noted where there are special considerations, such as semesters<sup>†</sup> or variable scheduling.<sup>††</sup>

#### Courses in English

**GERM 41, 41W. German Literature in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of literature written in German from the beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. May be taken more than once for credit provided topic is different.<sup>††</sup> (LIT)

**GERM 45, 45W. German Cultures and Thought.** 3 hr.; 3 cr. Prereq.: ENGL 110. Introductory course in contemporary German-speaking cultures and

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institutions for students interested in exploring future travel, study, or internship opportunities. Particular attention to arts, history, politics, economics, and social issues of the German-speaking world. All readings and discussions are in English. (WCGI)

**GERM 250, 250W. German Film and Media.** 4 hr.; 3 cr. The course will treat various aspects of German cinema and media: historical, cultural, aesthetic, political, technical, etc. In a given semester, the course may deal with a certain tendency (such as the Heimat film), period (such as New German Cinema), or director (such as Lang, Murnau, Fassbinder, or Wenders). Lectures and work will be done in English; films will be shown in the original language with subtitles. May be taken more than once for credit provided topic is different.††

### *Basic Language Courses*

**GERM 10. Elementary German for Reading Purposes.** 4 hr.; 4 cr. Introductory course for students who require the elements of a reading knowledge in German. May not be taken for credit by students who have completed GERM 111 or 112, or equivalent. May not be taken in fulfillment of the foreign language requirement.††

**GERM 109. Intensive German I–II.** 8 hr.; 8 cr. The contents of GERM 111 and 112 condensed into one semester. (LANG)

**GERM 110. Intensive German III–IV.** 6 hr.; 6 cr. Prereq.: GERM 109 or 111 and 112. Fulfills the language requirement in German.†† (LANG)

**GERM 111. Elementary German I.** 4 hr.; 4 cr. Intended for students with no previous knowledge of German. A basic orientation to German language and culture designed to help the student negotiate simple social situations. Practice in reading, writing, speaking, and listening comprehension. Fall, Spring (LANG)

**GERM 112. Elementary German II.** 4 hr.; 4 cr. Prereq.: GERM 111 or equivalent. A continuation of GERM 111. Fall, Spring (LANG)

**GERM 203. Intermediate German I.** 3 hr.; 3 cr. Prereq.: GERM 112 or three years of high school German. A continuation of GERM 112 designed to bring the student to an intermediate level of proficiency. Comprehensive review of grammar, vocabulary building, and reading of cultural texts at the intermediate level. Fulfills language requirement in German. Fall, Spring (LANG)

**GERM 204. Intermediate German II.** 3 hr.; 3 cr. Prereq.: GERM 203. Reading, conversation, composition, vocabulary building, review of grammar. Counts as an elective course toward the major or minor. Fall, Spring (WCGI, LANG)

### *Introductory Literature Courses*

**GERM 206. Survey of German Literature I.** 3 hr.; 3 cr. Prereq.: GERM 204 or permission of the department. Reading and analysis of representative works from the Middle Ages to the Enlightenment; special emphasis on literary values and history. Required for majors and others planning to take elective courses in the department.

**GERM 207. Survey of German Literature 2.** 3 hr.; 3 cr. Prereq.: GERM 204 or permission of the department. Reading and analysis of representative works from the Enlightenment to the present; special emphasis on literary values and history. Required for majors and others planning to take elective courses in the department.

### *Advanced Language Courses*

**GERM 223. Conversation, Level I.** 3 hr.; 3 cr. Prereq.: GERM 203. For students who want to refine their fluency in current idiom. Designed to build self-confidence in social situations. Practice in expressing

and defending an opinion through group discussions and short presentations on general topics. May not be taken by a native speaker of German.† (WCGI, LANG)

**GERM 224. Advanced Grammar and Stylistics, Level II.** 3 hr.; 3 cr. Prereq.: GERM 204. For students who wish to refine their writing style through a comprehensive review of grammar and writing style. Extensive writing assignments and analysis of contemporary texts.† (LANG)

**GERM 228. Advanced Conversation and Composition, Level II.** 3 hr.; 3 cr. Prereq.: GERM 223. For students who want to refine their fluency in current idiom. Group discussions, short presentations, and role plays integrated with writing assignments and grammar review designed to bring the student to an advanced level of proficiency.† (LANG)

**GERM 235. German for Business and Industry.** 3 hr.; 3 cr. Prereq.: GERM 203. Designed to introduce the student to German business customs and conventions through acquisition of business terminology, readings of contemporary texts, and practice in business letter writing.† (LANG)

**GERM 236. German Media of Today.** 3 hr.; 3 cr. Prereq.: GERM 203. An introduction to contemporary information sources and their influence on German society through an analysis of print, visual, and computer media.† (LANG)

### *Civilization Courses*

**GERM 11. German for the Arts.** 3 hr.; 3 cr. For students who require the elements of a reading knowledge in German of more advanced and discipline specific texts, such as required by students of music, art history, and other academic disciplines. Prior knowledge of German is strongly encouraged. May not be taken in fulfillment of the foreign language requirement.

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**GERM 310. Art, Music, Literature in German Society I.** 3 hr.; 3 cr. Prereq.: ENGL 110. An interdisciplinary approach to the development of a distinct arts and letters tradition in the German-speaking world from the Middle Ages to the Enlightenment.†

**GERM 311. Art, Music, Literature in German Society II.** 3 hr.; 3 cr. Prereq.: ENGL 110. An interdisciplinary approach to the development of a distinct arts and letters tradition in the German-speaking world from the Enlightenment to the present.

**GERM 312. Politics, Religion, and German Society I.** 3 hr.; 3 cr. Prereq.: ENGL 110. An interdisciplinary study of the development of German language and culture and the German nation state from the Protestant Reformation (1517) to Unification (1871).

**GERM 313. Politics, Religion, and German Society II.** 3 hr.; 3 cr. Prereq.: ENGL 110. An interdisciplinary study of the development of German language and culture and the German nation state from 1871 to the present.

**GERM 314. Minorities in Germany.** 3 hr.; 3 cr. Prereq.: ENGL 110. An examination of the changing role of minorities in contemporary Germany after Unification.†

**GERM 315. German Culture in New York City: Directed Research.** 1–12 cr. Prereq.: GERM 204. An overview of the German-speaking presence in New York City. Field trips to historical sites, ethnic enclaves, cultural institutions, and artistic events in the city. Individual or group field projects with approval of the department.†

### Elective Courses in Literature

**GERM 321. Early German Literature.** 3 hr.; 3 cr. Prereq.: GERM 207 or permission of the department. Reading, in modern German translation, of representative works of epic and lyric poetry. Brief

survey of German literature in the Middle Ages to Humanism, and from Mysticism to the Reformation, and the Counter-Reformation.††

**GERM 324. German Enlightenment.** 3 hr.; 3 cr. Prereq.: GERM 206 or permission of the department. Reading of the works of such authors as Lessing, Mendelssohn, Bodmer, Breitingen, Lichtenberg, and early Goethe and Schiller.††

**GERM 325. The Age of Goethe.** 3 hr.; 3 cr. Prereq.: GERM 206 or permission of the department. Reading of some of the major works of Goethe (excluding *Faust*), Schiller, Hölderlin, and Kleist.††

**GERM 326. Romanticism.** 3 hr.; 3 cr. Prereq.: GERM 206 or permission of the department. A study of the German romantic tradition. Reading of the works of such authors as Novalis, Eichendorff, Brentano, E.T.A. Hoffmann, and Heine.††

**GERM 331. The German Theatre: From Lessing to Heiner Müller.** 3 hr.; 3 cr. Prereq.: GERM 206 or permission of the department.††

**GERM 333. German Novels.** 3 hr.; 3 cr. Prereq.: GERM 206 or permission of the department. Novels of such authors as Goethe, Keller, Meyer, Fontane, Kafka, Mann, Musil, Walser, Frisch, and Grass may be considered.††

**GERM 335. German Poetry.** 3 hr.; 3 cr. Prereq.: GERM 206 or permission of the department. Poems of such authors as Goethe, Schiller, Hölderlin, Mörike, Meyer, Trakl, Brecht, and Bachmann may be considered.††

**GERM 350. German Literature in the Industrial Age: From Büchner to Fontane.** 3 hr.; 3 cr. Prereq.: GERM 206 or permission of the department. Readings may include the works of authors such as Büchner, Keller, Meyer, Grillparzer, Heibel.††

### REQUIREMENTS FOR THE MINOR IN MODERN GREEK (MINOR CODE GRKMD-MIN)

15 credits in literature and language courses above GRKMD 111. Nine credits must be taken in any Greek course above level 111, including courses in translation and conversation, as well as GRKMD 041W and 335 (variable topic).

**GERM 360. German Literature and Modernity: From Wedekind to the Present.** 3 hr.; 3 cr. Prereq.: GERM 206 or permission of the department. Readings may include works of such writers as Hauptmann, Kafka, Mann, Brecht, Frisch, Dürrenmatt, and Grass.††

**GERM 381. Seminar.** 3 hr.; 3 cr. Prereq.: At least one 300-level course or permission of the department.††

**GERM 382. Independent Studies.** 1 conf. and 9 hr. work; 3 cr. Prereq.: Upper junior or senior standing, the completion of at least four elective courses in German, and permission of the department.††

## Modern Greek

The major in Byzantine and Modern Greek Studies has a Greek language requirement. Department courses in Greek literature may be used as part of a specialization within that program. A separate language major is under consideration. See the box on this page for the specific requirements for the minor.

### COURSES

Courses are noted where there are special considerations, such as semesters† or variable scheduling.††



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### *Courses Taught in English*

**GRKMD 41W. Modern Greek Literature in Translation.** 3 hr.; 3 cr. Surveys modern Greek literature (in translation) from the middle of the nineteenth century to the present. The authors and their works are examined not only for their individual stylistic and thematic elements but also within the context of European literary and cultural movements.†† (LIT)

**GRKMD 100, 100W. Modern Greek Culture and Thought.** 3 hr.; 3 cr. From the fall of Constantinople (1453) to the present, a survey of the political, intellectual, and social currents of Greek life.

**GRKMD 250. Modern Greek Film and Media.** 3 hr.; 3 cr. The contributions of Greek filmmakers to the art form of cinema. Students will learn the history of cinema in Greece and will study the forms and genres of Greek film, the terminology associated with film criticism, and how to write a film analysis. The course will examine how Greeks have been portrayed in the cinema of the last half century, both in Greece and in Greek-America. Films will also be discussed and analyzed for their specific thematic and filmic content. (CE)

### *Language Courses*

**GRKMD 111. Elementary Modern Greek I.** 4 hr.; 4 cr. Prereq.: Permission of the department. Intended for students with no previous knowledge of Modern Greek. Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to understand written and spoken Greek, to become familiar with cultural aspects of modern Greece, and especially to establish a good basic vocabulary. Class hours include use of the language laboratory. (LANG)

**GRKMD 112. Elementary Modern Greek II.** 4 hr.; 4 cr. Prereq.: GRKMD 111 or equivalent or permission of the department. This course is a continuation of GRKMD 111. A graded reader is introduced to present

literary and cultural aspects of Greece, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory. (LANG)

**GRKMD 203. Intermediate Modern Greek I.** 3 hr.; 3 cr. Prereq.: GRKMD 112 or equivalent or permission of the department. Continuation of GRKMD 112 with grammar review, conversation, and readings in literary and cultural materials at an intermediate level. (WCGI, LANG)

**GRKMD 204. Intermediate Modern Greek II.** 3 hr.; 3 cr. Prereq.: GRKMD 203 or equivalent. A continuation of GRKMD 203 with grammar review, conversation, composition, and readings in literary and cultural materials. Selections from prose and poetry. (WCGI, LANG)

**GRKMD 223. Modern Greek Conversation.** 3 hr.; 3 cr. Prereq.: GRKMD 112 or equivalent and permission of the department. Intended for students who have an elementary knowledge of Greek and wish to improve their ability to converse. Recommended especially for students in GRKMD 203 or 204 who come from homes where Greek is not spoken.†† (WCGI, LANG)

**GRKMD 228. Advanced Grammar and Composition.** 3 hr.; 3 cr. Prereq.: GRKMD 203 or permission of the department. Intensive practical study of advanced problems in Modern Greek grammar, usage, style, and idiom. Workshop writing practice and analysis of contemporary texts. (LANG)

**GRKMD 231. Modern Greek Translation.** 3 hr.; 3 cr. Prereq.: GRKMD 203 and ENGL 110 or permission of the department. Intensive practice in translation from Modern Greek to English and vice versa. Texts will be chosen from literature, journalism, advertising, business, and other specialized areas. Discussion of problems and techniques of translation. (LANG)

### *Literature Courses*

**GRKMD 235. Commercial and Business Greek.** 3 hr.; 3 cr. Prereq.: GRKMD 204 or permission of the department. The use of Greek for business through extensive practice in written and oral forms used in the fields of commerce and business.

**GRKMD 305. Modern Greek Literature I.** 3 hr.; 3 cr. Prereq.: GRKMD 204 or equivalent. A course designed to improve the literary vocabulary and writing skills of students by a close reading of one or more twentieth-century prose works, such as Politis, *The Lemon Grove*; Tachtsis, *The Third Wedding*; Theotokas, *Leonis*; Venezis, *Aeolian Land*; and a selection of short stories.

**GRKMD 306. Modern Greek Literature II.** 3 hr.; 3 cr. Prereq.: GRKMD 305 or equivalent. An introduction to the principal genres of nineteenth- and twentieth-century Greek literature. Selections will be read from lyric and narrative poetry, the novel, short stories, drama, and essays.

**GRKMD 315. Writing about Literature: Theory and Practice.** 3 hr.; 3 cr. Prereq.: GRKMD 306, or Greek high school diploma, or special permission. Designed to introduce students to various critical approaches to literature, and to give them practice in writing analyses of literary works, both poetry and prose. Readings from a selection of Greek writers and literary critics. Recommended for students taking literature courses.††

**GRKMD 321. Survey of Modern Greek Literature I: Eighteenth Century to 1880.** 3 hr.; 3 cr. Prereq.: GRKMD 306, or Greek high school diploma, or special permission. Prose and especially poetry from the period of the Greek Enlightenment and of Romanticism, with attention to the social, cultural, and political changes that affected that literature. Topics to be discussed will include the theories of Korais, Classic as opposed to Romantic, the influence of folk poetry, and the rise of the Greek novel. Readings

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from the works of Solomos and the Heptanesian poets, Vikelas's *Loukis Laras*, and Makriyannis's *Memoirs*.††

### **GRKMD 322. Survey of Modern Greek**

**Literature II: 1880 to 1930.** 3 hr.; 3 cr. Prereq.: GRKMD 306, or Greek high school diploma, or special permission. A study of the major writers of the period, with emphasis on the poetry of Palamas, Cavafy, and Sikelianos, and regionalist prose writers such as Papadiamantis and Karkavitsas. Discussion of European literary movements such as Realism, Naturalism, and Symbolism and their manifestations in Greece.††

### **GRKMD 323. Survey of Modern Greek**

**Literature III: 1930 to Present.** 3 hr.; 3 cr. Prereq.: GRKMD 306, or Greek high school diploma, or special permission. A study of the principal modern writers with selected readings from among the following: Seferis, Elytis, Ritsos, Kazantzakis, Venezis and the "generation of the '30s," and contemporary novelists. Discussion of the European and Greek settings that gave rise to Symbolism, Modernism, Surrealism, and ideological literature.††

### **GRKMD 330. Early Modern Greek Literature:**

**Fourteenth to Seventeenth Century.** 3 hr.; 3 cr. Prereq.: GRKMD 321 or 322 or 323, or Greek high school diploma, or special permission. A survey from the last days of Byzantium through the period of the Renaissance. Topics to be discussed will include the nature of oral poetry and folk song, the flowering of Cretan literature, and the literary genre of the romance. Selections will be read from such works as *Digenis Akritis*, *Erotokritos*, *Erofilii*, and Cypriot lyric poetry.††

**GRKMD 335. Modern Greek Studies.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Cross-disciplinary study of authors and dominant themes in Greek literature and culture. The subject will be announced in advance. May be repeated for credit provided the topic changes. Taught either in Greek or in English as announced by the department. (LIT)

## Italian

Students who have had less than one year of high school Italian normally begin with ITAL 111; those entering with one or two years normally begin with ITAL 112; those presenting three years usually begin with ITAL 203; and those presenting four years normally begin with ITAL 204. Native speakers should consult the chair or a department representative for correct placement.

The department houses a chapter of Gamma Kappa Alpha, the national Italian honor society.

### **THE MAJOR AND THE MINOR IN ITALIAN**

See the box on the next page for the specific requirements for the major and the minor.

### **COURSES**

Courses are noted where there are special considerations, such as semesters<sup>†</sup> or variable scheduling.††

#### ***Courses in English***

#### **ITAL 10. Italian for Reading and Translation I.**

3 hr.; 3 cr. Prereq.: Graduate standing or permission of the department. No previous study of Italian required. This course provides a thorough presentation of Italian grammar and introduces students to expository prose in Italian with the emphasis on reading and translation. Does not count toward the foreign language requirement or the major and minor.

#### **ITAL 11. Italian for Reading and Translation II.**

3 hr.; 3 cr. Prereq.: ITAL 10. Continuation of ITAL 10 with reading and translation of longer and more complex texts. Does not count toward the foreign language requirement or the major and minor.

#### **ITAL 41, 41W. Italian Literature in Translation.**

3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of Italian literature from the Middle Ages to the twenty-first century, illustrating a variety of genres. The specific



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### REQUIREMENTS FOR THE MAJOR IN ITALIAN (MAJOR CODE ITAL-BA)

Required: 36 credits taken above ITAL 111 level; successful completion of at least three Italian 200 level courses to be chosen from ITAL 204, 207; 208, 209, 223, 224, 228, 231, 235; two 300-level courses; and one course in the “Eurocourse” category. Students are advised to take at least two 200-level courses before enrolling in Italian 300 courses. Prospective majors should consult the undergraduate advisor as soon as possible to plan their program of study. No more than three courses taught in English, including the required “Eurocourse,” on relevant aspects of Italian culture may count toward the major.

### REQUIREMENTS FOR THE MINOR IN ITALIAN (MINOR CODE ITAL-MIN)

15 credits in literature and language courses above ITAL 111. Students may start with any course above Italian 111. Prospective minors should consult with the undergraduate advisor in order to plan their program of study. Students may take one class taught in English on relevant aspects of Italian culture. For a list of courses, see the description for the major.

works to be considered will vary from semester to semester and from section to section, and will be announced in advance. May be taken more than once for credit provided topic is different. (LIT)

### ITAL 45, 45W. Italian Culture and Thought.

3 hr.; 3 cr. This course will deal with various aspects of Italian culture, such as music, design, the visual and performing arts, and the history of ideas. The specific topics to be considered will vary from section to section, and will be announced in advance. Readings and class discussions will be conducted in English. This course may be taken more than once for credit provided the topic is different. (WCGI)

### ITAL 250, 250W. Italian Film and Media. 4 hr.;

3 cr. The course will treat various aspects of Italian cinema and media: historical, cultural, aesthetic, political, technical, etc. In a given semester, the course may deal with a certain tendency (such as neo-Realism),

period, or an individual director (such as De Sica, Rossellini, Visconti, Fellini, or Antonioni). In others, the course will explore the changing landscape of film and new media in the age of the digital revolution. Lectures and work will be done in English; films will be shown in the original language with subtitles. May be taken more than once for credit provided topic is different.

### Basic Language Courses

**ITAL 111. Elementary Italian I.** 4 hr.; 4 cr. Intended for students with no previous training in Italian.

Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to read, to understand spoken Italian, to become familiar with cultural aspects of Italy, and especially to establish a good basic vocabulary. Class hours include use of the language laboratory. Fall, Spring (LANG)

**ITAL 112. Elementary Italian II.** 4 hr.; 4 cr. Prereq.:

ITAL 111 or two years of high school Italian. This course is a continuation of ITAL 111. A graded reader is introduced to present literary and cultural aspects of Italy, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory. Fall, Spring (LANG)

**When circumstances warrant, the department may offer an intensive Italian course, ITAL 111 and 112, for 8 credits.**

**ITAL 203. Intermediate Italian I.** 3 hr.; 3 cr.

Prereq.: ITAL 112 or three years of high school Italian. Grammar review, conversation, and readings in literary and cultural materials at an intermediate level. Fall, Spring (WCGI, LANG)

**ITAL 204. Intermediate Italian II.** 3 hr.; 3 cr.

Prereq.: ITAL 203 or four years of high school Italian. Continuation of ITAL 203 with grammar review, conversation, composition, and readings in literary and cultural materials. Fall, Spring (WCGI, LANG)

### Introductory Literature Courses

**ITAL 207. Italian through Literature.** 3 hr.; 3 cr. Reading and analysis of representative works from the Middle Ages through to the present; special emphasis on the history and cultural contexts of literary movements. The course may be offered as a hybrid.

**ITAL 208. Italian Cultural Studies.** 3 hr.; 3 cr. An interdisciplinary approach to Italian culture, identity, and the Made in Italy. Readings will vary according to the different topics and epochs on which the class will focus—to include the culture of food; fashion, and nation-building; popular music; opera; print culture and magazines; Italian American encounters; Italian diasporic communities; Italian and the digital age; etc. The course may be offered as a hybrid.

**ITAL 209. Introduction to Italian Culture.** 3 hr.; 3 cr. Prereq.: ITAL 204 or permission of the department. Background for the meaningful study of Italian literary culture. This includes major historical developments from ancient times through the *comuni*, the Renaissance, the Enlightenment, up to Unification, and the recent economic miracle.

### Advanced Language Courses

**ITAL 223. Advanced Conversation.** 3 hr.; 3 cr. Prereq.: ITAL 203. For students who want to perfect their fluency in current idiom. Prepared and impromptu group discussions on general topics and everyday (LANG) situations. Frequent short talks by students. May not be taken by students who speak Italian with native fluency.††

**ITAL 224. Advanced Grammar.** 3 hr.; 3 cr. Prereq.: ITAL 204 or permission of the department. Provides instruction in advanced Italian grammar and idiom patterns. Spring (LANG)

**ITAL 228. Advanced Composition (Dissertation and Explication of Texts).** 3 hr.; 3 cr. Prereq.: ITAL 204 or permission of the department. Provides instruction

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in formal composition of a literary nature; trains students in the techniques of textual analysis. Fall (LANG)

**ITAL 231. Skills and Art of Translation I.** 3 hr.; 3 cr. Prereq.: ITAL 204 or permission of the department. Introduction to the techniques and problems of translation; intensive practice in translating texts of various types.†† (LANG)

**ITAL 232. Skills and Art of Translation II.** 3 hr.; 3 cr. Prereq.: ITAL 231. Translation of more advanced texts. Texts may be chosen not only from literature but from journalism, advertising, business, and other technical or specialized areas.†† (LANG)

**ITAL 235. Commercial and Technical Italian.** 3 hr.; 3 cr. Prereq.: ITAL 204 or permission of the department. Provides adequate training in the use of Italian for business, technical, and consular purposes by giving extensive practice in written and oral usage of the forms in use in these fields. Drill will be required in translation techniques, use of special vocabularies and other adjuncts as needed in practical usage in these and related fields of work.†† (LANG)

### **Elective Courses in Literature**

**ITAL 329. Textual Analysis.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Introduction to the idea of text, stylistics, research, and criticism. Explication of different methodologies and theories of interpretation, with strong emphasis on practical strategies of identifying and contextualizing the literary artifact.

**ITAL 336. The Italian Language.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Introduction to key aspects of the Italian language. The course will provide basic linguistic tools and an overview of the historical development of the language and its dialects. Emphasis may be on such topics as Italian dialects, language use in con-

temporary society, and Italian as an immigrant language. May be repeated for credit provided the topic is different.

**ITAL 345. Studies in Medieval Literature I: Dante.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Studies of various aspects of the poet's aesthetic and vision through analysis of representative works such as the *Vita Nuova*, *The Rime*, and the *Commedia*. May be repeated for credit provided topics and selections are different.

**ITAL 346. Studies in Medieval Literature II: Poetry.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Focuses on specific works and poetics of medieval Italian poetry represented by Petrarch and other early poets. May be repeated for credit provided topics and selections are different.

**ITAL 347. Studies in Medieval Literature III: Prose.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Studies specific works and narrative techniques in Italian prose represented by Boccaccio and the Italian novella. May be repeated for credit provided topics and selections are different.

**ITAL 355. Studies in Renaissance Literature I: Theatre.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Study of selected dramatic texts from the *Sacra Rappresentazione* through Aretino and Monteverdi to Alfieri. May be repeated for credit provided topics and selections are different.

**ITAL 356. Studies in Renaissance Literature II: Poetry.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Focuses on specific works and poetics of Renaissance Italian poetry represented by Lorenzo de Medici, Boiardo, Ariosto, Tasso, Marino, and others. May be repeated for credit provided topics and selections are different.

**ITAL 357. Studies in Renaissance Literature III: Prose.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Studies specific prose works and narrative techniques of authors such as Alberti, Valla, Poliziano, Machiavelli, Guicciardini, and Castiglione. May be repeated for credit provided topics and selections are different.

**ITAL 361. Studies in Modern Literature I: Theatre.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Study of selected dramatic texts from such authors as Manzoni, Boito, Pirandello, and Fo. May be repeated for credit provided topics and selections are different.

**ITAL 362. Studies in Modern Literature II: Poetry.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Focuses on specific works or problems in poetics of modern Italian poetry represented by 19th- and 20th-century poets from Foscolo and Leopardi to Montale, Ungaretti, and others. May be repeated for credit provided topics and selections are different.

**ITAL 364. Studies in Modern Literature III: Prose.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235 or permission of the department. Studies specific works and narrative techniques of authors such as Foscolo, Verga, Svevo, Pirandello, Moravia, and Eco. May be repeated for credit provided topics and selections are different.

**ITAL 381. Seminar.** ITAL 381.2, 2 hr.; 2 cr., ITAL 381.3, 3 hr.; 3 cr. Prereq.: Upper junior or senior standing, an average of *B* in elective courses in Italian, and permission of the department. Designed especially to give qualified students experience in scholarly investigation. Fields chosen for in-depth study may be in literature, civilization, linguistics, or interdisciplinary areas including film, visual arts, music, etc. May be repeated for credit provided the topic is different.

## EUROPEAN LANGUAGES & LITERATURES

### Russian

The department offers courses in the Russian language and Russian literature. The basic program of instruction seeks to prepare students in the four language skills of listening comprehension, speaking, reading, and writing. Elective courses in Russian provide intermediate and advanced instruction in both language and literature.

Students who have had previous training in the Russian language, as well as native speakers of Russian, should consult the department's advisor in Russian for correct placement.

The department houses the Chi Chapter of Dobro Slovo, the national Slavic honor society.

#### THE MAJOR AND THE MINOR

See the box on this page for the specific requirements for the major and the minor. Students interested in Russian and East European area studies may consider pursuing an interdisciplinary major program, combining Russian language and literature with other disciplines related to the area, under the supervision of the Director of Interdisciplinary and Special Studies and the departments concerned.

#### Study Abroad

The department can arrange for study in St. Petersburg for students of Russian. Depending upon the nature of the courses, credit may be granted toward the major and toward the degree at Queens College. The department's academic advisor can supply further information on these programs.

#### Elective Courses

Students considering a major must consult an advisor in the department before filling out appropriate concentration forms. Either RUSS 301 or 302 is required of all majors unless specifically waived by the department because of special competence in these fields. Students may choose a program that emphasizes

#### REQUIREMENTS FOR THE MAJOR IN RUSSIAN (MAJOR CODE RUSS-BA)

In addition to attaining proficiency in Russian through the level RUSS 111, 33 credits (including RUSS 204) are required. A minimum of 24 elective credits in Russian language (above RUSS 111) and literature and culture (starting with RUSS 150) are required. The rest of the credits could be selected from other Russian courses or from courses in related fields, including "Eurocourses" CMLIT 218, 331, 333–337; HIST 109, 110; PHIL 106; and PSCI 235, 261. Interested students are

either language or literature; however, a language concentration requires at least one literature elective in addition to RUSS 331.

A literature major must also submit a substantial term paper—the topic to be determined in consultation with the faculty—for a literature course chosen from either the RUSS 200 or 300 series. Majors should consult with their advisor before registering for the next semester.

#### COURSES IN RUSSIAN

Courses are noted where there are special considerations, such as semesters<sup>†</sup> or variable scheduling.<sup>††</sup>

#### Basic Courses

**RUSS 111. Elementary Russian I.** 4 hr.; 4 cr.

A basic orientation in the Russian language and culture designed to teach the writing system and elements of grammar, establish correct pronunciation, and help students deal with simple social situations.<sup>††</sup> (LANG)

**RUSS 112. Elementary Russian II.**

4 hr.; 4 cr. Prereq.: RUSS 111. A continuation of RUSS 111.<sup>††</sup> (LANG)

**When circumstances warrant, the department may offer an intensive Russian course, RUSS 111 and 112, for 8 credits.**

urged to consult with the undergraduate advisor for Russian as early as possible in order to plan their programs.

#### REQUIREMENTS FOR THE MINOR IN RUSSIAN (MINOR CODE RUSS-MIN)

Minimum of 15 credits. May be started with any Russian literature and culture course or Russian language course (above RUSS 111). Students should consult with the undergraduate advisor for Russian as early as possible in order to plan their program.

**RUSS 203. Intermediate Russian I.** 3 hr.; 3 cr. Prereq.: RUSS 112. A comprehensive review of elementary grammar and vocabulary, continuing practice in conversation and reading and writing.<sup>††</sup> (LANG)

**RUSS 204. Intermediate Russian II.** 3 hr.; 3 cr. Prereq.: RUSS 203. A continuation of RUSS 203, with grammar review, conversation, composition, and readings in literary and cultural materials.<sup>††</sup> (LANG)

**RUSS 214. Intermediate Russian Conversation.** 214.1–214.3, 1–3 hr.; 1–3 cr. Prereq.: RUSS 203. Intensive practice in spoken Russian. (LANG)

**RUSS 215. Advanced Intermediate Russian I.** 4 hr.; 4 cr. Prereq.: RUSS 204 or equivalent. A continuation of RUSS 204.<sup>††</sup> (LANG)

**RUSS 225. Advanced Intermediate Russian II.** 4 hr.; 4 cr. Prereq.: RUSS 204 or equivalent. An introduction to reading Russian.<sup>††</sup> (LANG)

#### Courses in Russian Language

**RUSS 301. Advanced Grammar and Composition I.** 3 hr.; 3 cr. Prereq.: RUSS 215 or permission of the department. Intensive practical study of advanced problems in Russian grammar, syntax, and idiom. Normally to be taken simultaneously with the student's first electives in literature.<sup>††</sup>

## EUROPEAN LANGUAGES & LITERATURES

**RUSS 302. Advanced Grammar and Composition II.** 3 hr.; 3 cr. Prereq.: RUSS 301 or permission of the department. A continuation of RUSS 301.††

**RUSS 311. Advanced Oral Practice I.** 3 hr.; 1 cr. Prereq.: RUSS 215 or permission of the department. Normally taken by majors at the same time as RUSS 301.††

**RUSS 321. Translation.** 3 hr.; 3 cr. Prereq.: RUSS 215 and ENGL 120 or permission of the department. A practical study in the problems and skills of translation of Russian and English. May be repeated for credit.††

**RUSS 325. Stylistics.** 3 hr.; 3 cr. Prereq.: RUSS 302 and 331 or permission of the department. A theoretical and practical study of problems of stylistics in literary and nonliterary Russian.††

**RUSS 327. Contrastive Grammar.** 3 hr.; 3 cr. Prereq.: RUSS 302 or permission of the department. A theoretical analysis of modern Russian contrasted with English.††

### *Courses in Russian Literature and Thought in English*

**RUSS 150, 150W. Russian Culture and Thought.** 3 hr.; 3 cr. A survey of the institutions and cultural developments of Russia and the former Soviet Union.

**RUSS 155, 155W. Keys to Russian Literature.** 3 hr.; 3 cr. A study of key works by the greatest Russian writers of the nineteenth century. Readings will include Pushkin, Gogol, Turgenev, and Dostoevsky. Lectures and readings in English.†† (LIT)

**RUSS 233. Survey of Russian Literature: The Beginnings.** 3 hr.; 3 cr. The development of Russian literature from the beginnings to the end of the eighteenth century.

**RUSS 234. Survey of Russian Literature: The Nineteenth Century.** 3 hr.; 3 cr. The development of Russian literature from Pushkin to the 1890s.

**RUSS 235. Survey of Russian Literature: The Twentieth Century.** 3 hr.; 3 cr. The development of Russian literature from the end of the tsarist monarchy through socialist realism and perestroika to the present.

**RUSS 243. Russian Drama.** 3 hr.; 3 cr. The principal trends of Russian drama from the eighteenth century to the present. Lectures and readings in English.††

**RUSS 244, 244W. Russian and East European Film and Media.** 4 hr.; 3 cr. This course will treat various aspects of Russian and East European film and media: aesthetic, cultural, political, and historical. In particular semesters the course may deal with specific topics, periods, or directors. Lectures in English. Films will be shown in the original languages with English subtitles. May be repeated once for credit provided the topic is different. (AP, ET)

**RUSS 245. Russian Short Story.** 3 hr.; 3 cr. The Russian short story in the nineteenth and twentieth centuries. Lectures and readings in English.††

**RUSS 275. Pushkin.** 3 hr.; 3 cr. Prerequisite: ENGL 110. A critical study of Pushkin's major works (in translation), with lectures on his life, times, and literary influence. ††

**RUSS 276. Gogol.** 3 hr.; 3 cr. Prerequisite: ENGL 110. A critical study of the author's life and principal writings (in translation), and their influence on Russian literature.

**RUSS 280. Dostoevsky.** 3 hr.; 3 cr. A close study of the author's life, major works, and their influence on Russian literature. Lectures and readings in English.††

**RUSS 281. Tolstoy.** 3 hr.; 3 cr. A close study of the author's life, major novels, selected short stories, and essays, and their influence on Russian and world literature. Lectures and readings in English.††

**RUSS 282. Chekhov.** 3 hr.; 3 cr. A close study of the author's principal stories and plays and his place in the history of Russian and world drama. Lectures and readings in English.††

**RUSS 285. The Russian Silver Age and Avant-Garde.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to some of the works of the most important Russian writers, poets, artists, and cultural activists of the beginning of the twentieth century. Emphasis is placed on the analysis of literary and cultural trends, such as Symbolism, Acmeism, Formalism, Futurism, and Avant-Garde.

### *Courses in Russian Literature*

**RUSS 331. Introduction to Russian Literature.** 3 hr.; 3 cr. Prereq.: RUSS 225 or equivalent. A critical reading and analysis of Russian prose and poetry to introduce the student to the concepts, methods, and terminology of literary analysis.††

**RUSS 350. Nineteenth-Century Russian Poetry.** 3 hr.; 3 cr. Prereq.: RUSS 331 or permission of the department. A critical study of the major poets of the nineteenth century. The classic, romantic, and realist trends of Russian poetry are studied and analyzed. Emphasis is placed on the interpretation and discussion of the works of Zhukovsky, Pushkin, Lermontov, Nekrasov, Tyutchev, and Fet.††

**RUSS 351. Nineteenth-Century Russian Prose.** 3 hr.; 3 cr. Prereq.: RUSS 331 or permission of the department. A critical study of the major prose texts of the nineteenth century. Emphasis is placed on those writers whose works are not considered in separate courses, including Lermontov, Gogol, Goncharov, Turgenev.††

## EUROPEAN LANGUAGES & LITERATURES

**RUSS 362. Studies in Twentieth-Century Russian Poetry.** 3 hr.; 3 cr. Prereq.: RUSS 331 or permission of the department. A critical study of major poets of the twentieth century from the end of the Symbolist period to the present. The course is oriented toward a broad segment of readers. This course may be repeated once for credit, provided the topics are different.††

**RUSS 391, 392. Seminar.** 3 hr.; 3 cr. each semester. Prereq.: Upper junior or senior standing; an average of *B* in elective courses taken in Russian; and permission of the department. Designed especially to give qualified students experience in scholarly investigation. Those admitted explore a field of Russian literature. Each student examines intensively a special phase of the field, reporting his or her findings orally to the group as well as in a term paper.††

### *Elective Courses in Slavic and East European Languages*

**SLAV 250. Studies in Slavic and East European Literatures.** SLAV 250.1–250.3, 1–3 hr.; 1–3 cr. From time to time, various special literary topics not covered by other courses will be assigned, such as Childhood in Russian Literature, Russian Women Writers, The Prose of Russian Poets, The Image of the Jew in Russian Literature, etc. May be repeated for credit if the topic changes.

# Family, Nutrition & Exercise Sciences

*Chair:* Ashima K. Kant

*Deputy Chair of Dietetics and Family and Consumer Sciences:* Patricia K. Miner

*Deputy Chair of Exercise Sciences and Physical Education:* Ya Ching Hung

*Undergraduate Advisors, Family and Consumer Sciences:* Sung Eun Choi, Patricia Miner (*Nutrition and Dietetics*); Sunitha Jasti (*Food Management Studies*); Emily Ripley (*Fashion and Textiles*); Andrea Mosenson (*Teacher Education, K–12*); Elizabeth Riina, Mihaela Robila (*Human Development and Family Science*)

*Undergraduate Advisors, Exercise Sciences and Physical Education:* Ann Azzollini (*Nutrition and Exercise Sciences*); Ariela Herman (*Physical Education/Initial Certificate*)

*Department Offices:* Programs of Dietetics and Family and Consumer Sciences, Remsen 306, 718-997-4475; Programs of Nutrition and Exercise Sciences, and Physical Education, FitzGerald 203, 718-997-2710

*Professors:* Hung, Kant, Robila; *Associate Professors:* Bernstein, Choi, S., Herman, Toner; *Assistant Professors:* Balachandran, Choi, J., Fredrick, Jasti, Mosenson, Quiles, Riina; *Lecturers:* Azzollini, Charny, Miner, Westfal; *Senior College Laboratory Technician:* Giannopoulos; *College Laboratory Technician:* Klimaytis; *Office Assistants:* Cabrera, Yang Tang; *College Assistants:* Hunte, Tse

*Majors Offered:* Family and Consumer Sciences (State Education Code 02759), Family and Consumer Science Teacher Education (State Education Code 26470), Physical Education (State Education Code 26413), Nutrition and Dietetics (State Education Code 35763), Nutrition and Exercise Sciences (State Education Code 22283)

The **Family and Consumer Sciences** program leads to a bachelor of arts degree with concentrations in (1) Human Development and Family Science, (2) Food Management Studies, and (3) Fashion and Textiles Specialization. The Human Development and Family Science Specialization was approved for Family Life Education Certification (CFLE) by the National Council on Family Relations.

Coursework synthesizes knowledge from the physical sciences, social sciences, and humanities, and applies this knowledge to an interdisciplinary study of various aspects of individual and family life. Courses in the program are designed for men and women who want to enter the profession of Family and Consumer Sciences, those who want to relate some phase of this program to their major, and those who want to fulfill a general cultural interest in one or more courses within the field.

A Bachelor of Arts in Family and Consumer Sciences Teacher Education is offered, and leads to an initial teacher certification. The program prepares individuals to teach family and consumer sciences at the secondary level.

A Bachelor of Science in Nutrition and Dietetics is offered. See the box on page 226 for the requirements A Bachelor of Science in **Nutrition and Dietetics** is offered. See the box on page 226 for the requirements for this major as well as the description under the Major Program in Nutrition and Dietetics.

A Bachelor of Science in **Nutrition and Exercise Sciences** is also offered. See the box on page 226 for the requirements for this major, as well as the description under the Major Program in Nutrition and Exercise Sciences.

The **Physical Education** program offers a sequence of courses leading to the Bachelor of Science in physical education and a program of instruction in physical activities.

Unless designated, all activity courses are offered for beginners. Students are not permitted to enroll in activities for which they possess a high level of proficiency. Opportunity to study specific areas in depth is provided through advanced-beginner, intermediate, and advanced courses.

## Department Awards

The Family, Nutrition, and Exercise Sciences Department offers the following awards to graduating seniors: the *Eula Bee Corban Award*, to an outstanding student of nutrition; the *Anne Whelan Dwyer & Patrick Andrew Dwyer Award*, to a graduating senior in nutrition (minimum C+ GPA); the *Family and Consumer Science Alumnae/i Service Award*, for service to Family and Consumer Science student clubs, the department, and the college; the *Family, Nutrition, and Exercise Sciences Department Award*, for high scholarship and future promise in any area of Family and Consumer Sciences; the *Margaret A. Gram Award*, for scholarship and service in any area of Family and Consumer Sciences; the *Hester Gray Memorial Award*, given to a graduating student going on to teach Family and Consumer Sciences and showing significant personal growth in both academic and personal qualities; the *Frances P. Hoffman Memorial Award for Academic Excellence in Physical Education*, for a student who has demonstrated superior scholarship in physical education; the *Glenn Howard Award for Academic Excellence in Physical Education*, for a student who has demonstrated superior scholarship in physical education; the *William Madden Service Award*, for a student from the physical education program; the *Marcia C. Miller Award*, to a dietetics graduate student for high scholarship and/or service to the department; the *Shirley Schechter Memorial Award*, given to a graduate student for excellence in research in the Family and Consumer Sciences; the *Selma Schwartz Memorial Award*, for a physical education major who has demonstrated superior scholarship and teaching ability, and the *Guido Foglia Award*. Information and criteria for these awards are available in the department office.



## FAMILY, NUTRITION & EXERCISE SCIENCES

### THE MAJOR PROGRAM IN FAMILY AND CONSUMER SCIENCES

Family and consumer scientists are employed in such diverse areas as food service, teaching, business and industry, consumer and social welfare, family and child services, extension, fashion merchandising, textiles, research, and communications. In addition to these courses, students must complete one of the following areas of concentration and receive a grade of *C* or better in all courses required for family and consumer sciences concentrations, both inside and out of the department, including all required prerequisite courses before advancing to the next level courses. A student may not repeat a major course more than once beyond the initial enrollment in the course.

#### Human Development and Family Science

This program is for students interested in working with families and children in such settings as social services, child and family service agencies, foster care agencies, family service departments of hospitals and clinics, nursing homes, adolescents' and children's residencies, day care centers, departments of social welfare, etc. It is also designed for students who plan to enter the consumer economics fields in positions with consumer protection agencies, financial counseling agencies, etc. This specialization is recommended for those wishing to obtain an advanced degree in human development and family science, child development, social work, marriage and family counseling, mental health counseling, school counseling, consumer studies, or management. See the box on page 226 for the specific requirements for this concentration. Students graduating from this program are eligible to become certified family life educators (CFLE).

#### Food Management Studies

The mission of the Food Management Studies specialization is to impart an understanding of the principles of management of food service institutions by integrating didactic and laboratory instruction in

institutional food administration and food science. Students develop problem-solving and critical thinking skills in areas of food management in preparation for careers in a variety of settings, including hospitals, nursing homes, school meal service or other institutional meal service programs, and the hospitality industry. *Note:* This track does not meet the Academy of Nutrition and Dietetics requirements to receive the Verification Statement that is necessary for becoming a Registered Dietitian Nutritionist (RDN).

#### Fashion and Textiles

The study of fashion and textiles is based on an interdisciplinary approach. Social science principles derived from psychology, sociology, history, and economics are combined with physical science principles and aesthetics. Graduates seek employment in industries related to the design, production, distribution, or retailing of fashion and textiles. Others seek employment with historical societies, pattern companies, or fashion publications. This program at Queens College provides a firm liberal arts education with fundamental knowledge in fashion and textiles. See the box on page 226 for the specific requirements for this concentration.

### THE MAJOR PROGRAM IN FAMILY AND CONSUMER SCIENCES TEACHER EDUCATION, K-12

This Bachelor of Arts program leads to a New York State Initial Certification to teach family and consumer sciences in middle schools and high schools. The program prepares individuals to teach all disciplines within the family and consumer sciences content area including human service and family studies, food and nutrition, textiles and design, and consumer and resource management.

## PROGRAM REQUIREMENTS

### Admission and Maintenance

All students who have met Queens College admissions requirements are eligible for the program. Students who are interested in becoming a Family and Consumer Sciences teacher should contact the program advisor to set up their program of study as early as possible. The academic standards and maintenance requirements for successful completion of the Family and Consumer Sciences Teacher Education program are as follows:

1. Complete all family and consumer sciences content courses with a grade of *C* or better. Candidates may repeat these courses only once beyond the initial enrollment in the course.
2. An overall 3.0 GPA must be maintained in the professional education courses: SEYS 201W, 221, 340, 350; ECPSE 350; and FNES 238, 336, 338, and 339.
3. Students are required to purchase a Chalk & Wire account in the semester they start taking the professional education courses. More information about this can be found on the Education Division webpage: [www.qc.cuny.edu/Academics/Degrees/Education/Pages/default.aspx](http://www.qc.cuny.edu/Academics/Degrees/Education/Pages/default.aspx).
4. For admission to FNES 339, Student Teaching in Family and Consumer Sciences, the candidate must meet the following requirements:
  - a. A GPA of 2.75 in the major and a 3.0 average in professional education courses;
  - b. A grade of *B* or better in FNES 338; a grade of *C+* or better in ENGL 110;
  - c. Resolution of all incomplete and below-average grades in the major and in professional education courses; and
  - d. Obtain fingerprint clearance from NYSED to observe and student teach in schools.

## FAMILY, NUTRITION & EXERCISE SCIENCES

### Course Requirements

See the box on page 226 for a list of specific course requirements for this major.

### Graduation Requirements

1. The student must complete all program requirements as well as Queens College requirements to be eligible for graduation. It is recommended that students meet with Academic Advising to meet current Queens College requirements.
2. To be eligible for the New York State Initial Certification in Family and Consumer Sciences (FCS), students must fulfill the following requirements:
  - a. Complete FCS Education program and obtain a bachelor's degree;
  - b. Pass all New York State teacher certification exams;
  - c. Attend current state-approved seminars or workshops;
  - d. Meet any new requirements from the NYS Education Department for teacher certification.

### MINOR IN FAMILY AND CONSUMER SCIENCES

A minor in Family and Consumer Sciences is available in the Fashion and Textiles concentration. Students who want to have the minor noted on their transcript must register with the department and the Registrar's Office. See the box on page 226 for the specific requirements for each minor.

### THE MAJOR PROGRAM IN NUTRITION AND DIETETICS

The department offers a Bachelor of Science for students who wish to satisfy the requirements of the Accreditation Council for Education in Nutrition and Dietetics (ACEND)

for supervised practice (a dietetic internship). Dietetic internships are required to become a Registered Dietitian Nutritionist (RDN). The accredited program in Nutrition and Dietetics requires numerous courses in the FNES Department and in other departments. Students must consult with the department's undergraduate advisor to ensure that they have their coursework planned in the proper sequence and to learn about the post-baccalaureate internship experience.

For admission to the Nutrition and Dietetics program the student must meet the following requirements:

- a. an overall GPA of 3.0, including courses taken at Queens College and other accredited institutions;
- b. A grade of *B* or better in FNES 101, The Science of Foods.

A 3.0 GPA from Queens College will be needed to receive a Verification Statement, a document required by ACEND for entry into a Dietetic Internship. A student may be denied a Verification Statement if an Academic and/or Disciplinary Sanction was deemed necessary due to academic dishonesty. See the box on page 226 for the specific requirements for this concentration.

### THE MAJOR PROGRAM IN NUTRITION AND EXERCISE SCIENCES

The Bachelor of Science degree in Nutrition and Exercise Sciences provides for intensive study in the combined disciplines of nutrition and exercise sciences. This major is designed for students who are interested in specializing in the improvement and maintenance of cardiovascular, metabolic, and musculoskeletal health and sport performance through regular physical activity and healthy diets. Career opportunities exist in corporate and hospital-based fitness/wellness programs, community-based programs in fitness and nutrition for adults and senior citizens, adult health and fitness programs in health clubs, sport performance facilities, and entrepreneurship. With further academic study, opportunities also exist in

cardiovascular rehabilitation, sports medicine, physical rehabilitation centers, and preventative health agencies.

The curriculum for the major comprises 42 credits in nutrition and exercise sciences as well as a science core of an additional 24 credits in biology, chemistry, and statistics. Students must receive a grade of *B-* or better in FNES 211 and a grade of *C* or better in all other courses required for the program in Nutrition and Exercise Sciences. The minimum grade requirement is also required for all prerequisite and major classes before advancing to the next level of courses. A student may not repeat a major course more than once beyond the initial enrollment in the course. Students interested in this program should consult with the department's undergraduate advisor.

*Note:* The BS degree in Nutrition and Exercise Sciences does not meet requirements for teacher certification nor does it meet the requirement for a dietetic internship from the Academy of Nutrition and Dietetics.

Students interested in teaching home economics/family and consumer sciences or physical education, or verification in dietetics, should consult with the appropriate undergraduate advisors for those programs.

### THE MAJOR PROGRAM IN PHYSICAL EDUCATION

The academic program in physical education prepares individuals for a bachelor of science degree and for service as teachers in physical education. It leads to New York State Initial Certification for teaching physical education in pre-kindergarten through grade 12 with a concentration in human movement, sport, and exercise science. The program prepares individuals to assume the following professional roles: movement specialists in the primary grades; instructors of sports in the middle and upper grades; and health-related fitness specialists.

## FAMILY, NUTRITION & EXERCISE SCIENCES

### REQUIREMENTS FOR THE MAJOR IN FAMILY & CONSUMER SCIENCES (MAJOR CODE FNES-BA AND FNESED-BA)

Students must receive a grade of *C* or better in all courses required for Family & Consumer Sciences specializations, both in and out of the department, including all required prerequisite courses before advancing to the next level courses. A student may not repeat a major course more than once beyond the initial enrollment in the course.

#### Human Development and Family Science (Concentration code HUMDEV)

FNES 140, 147, 151, 153, either 163 or both 263 and 264, 248, 249, 250, 251, 256, 345, 347, 348, 349, 360, and 376; SOC 205 or PSYCH 107.3 and 107.1, and BIOL 22.

#### Food Management Studies (Concentration code FNES-FOOD)

FNES 101, 104, 105, 106, 147, 151, 163, 200, 203, 204, 275, 371.2, 378, and 380; CHEM 101.1 and 101.3 (or 113.1 and 113.4); BIOL 11 (or 105); ACCT 101; ECON 100

#### Fashion and Textiles Specialization (Concentration code FNES-TEX)

FNES 106, 121, 126, 147, 151, 157 or 158, 225, 226, 227, 228W, 322, 325, 327, and 380; BIOL 11; CHEM 16.1 and 16.3 or CHEM 101.1, 101.3; ECON 100 or 101 or 102.

### REQUIREMENTS FOR THE MAJOR IN FAMILY AND CONSUMER SCIENCES TEACHER EDUCATION (MAJOR CODE FNESED-BA)

Students seeking to qualify for a New York State initial teaching certificate can do so by completing a competency-based program that includes FNES 101, 104 or 105, 106, 121, 126, 140, 147, 151, 153, 156, 163 (or 263 and 264), 203 or 204, 226 or 227, 238, 248 or 345, 336, 338, 339; SEYS 201W, 221, 340 (or EECE 340), 350, ECPSE 350, and CHEM 16.3 and 16.1 or CHEM 101.3 and 101.1.

### REQUIREMENTS FOR THE MAJOR IN NUTRITION & DIETETICS (MAJOR CODE 051)

#### NUTRITION AND DIETETICS PROGRAM

FNES 101, 104, 203, 260, 263, 264, 275, 300, 307W, 337, 365, 366, 368, 378, 382, and one (3-credit) department-approved elective; CHEM 101.1 and 101.3, CHEM 102.1 and 102.3 and CHEM 103.1 and 103.3; BIOL 40, 41, and 44; PSYCH 101 and 107.3 and 107.1.

### REQUIREMENTS FOR THE MAJOR IN NUTRITION & EXERCISE SCIENCES (MAJOR CODE NEXSCI-BS)

#### Required (66 credits)

Required courses in Nutrition and Exercise Sciences include FNES 211, 230, 263, 264, 337, 340, 341, 342, 352, 353, 361, and 362, one department-approved elective, and FNES 377. The sciences core includes BIO 40 and 41, CHEM 101.1 and 101.3, CHEM 102.1 and 102.3, CHEM 103.1 and 103.3, and statistics (PSYCH 107.3 and 107.1).

### REQUIREMENTS FOR THE MAJOR IN PHYSICAL EDUCATION (MAJOR CODE PHYSED-BS)

#### Required (82–83 credits)

FNES 10, 12 (taken 4 times), 13, 14 (taken twice), 212, 214, and 143, 146, 160, 161W, 230, 235, 253, 266, 311, 342, 343, 369, 379 and 381; SEYS 201W, 221, and 350; either SEYS 340 or EECE 340, EECE 310; ECPSE 350; BIOL 40 and 41; and one statistics course (PSYCH 107.3 and 107.1 or SOC 205).

### REQUIREMENTS FOR THE MINOR IN FAMILY & CONSUMER SCIENCES

#### Fashion and Textiles (Minor code F-TEX-MIN)

FNES 121, 126, 157 or 158, and at least seven credits selected from FNES 226, 227, 228W, 325, 327, 358, and 373.

## PROGRAM REQUIREMENTS

### Admissions and Maintenance

Students who are interested in physical education should seek advice about program planning as early as their freshman year. The department will provide detailed information about the curriculum, course schedules, and standards. All students who have met Queens College admissions requirements will be required to file a signed, approved course of study with a department advisor.

The academic standards and maintenance requirements for successful completion of the teacher-preparation program leading to Initial Certification in Physical Education K–12 are as follows:

1. A minimum grade of *B* in FNES 160, *B* in FNES 161W, and *C* in FNES 230. Candidates may repeat these courses only once beyond the initial enrollment in the course.
2. Queens College English requirements with an average grade of *B–* in ENGL 110 and one writing-intensive unit. With less than a *B–* average, the student will be required to enroll in additional writing courses.
3. For admission to FNES 379, Student Teaching in Physical Education, the student must meet the following requirements:
  - (a) a GPA of 2.75 in the major and a 3.0 average in SEYS 201W, 221, 350, SEYS 340 or EECE 340, EECE 310 and ECPSE 350;
  - (b) a grade of *B* or better in FNES 266 and 369;
  - (c) a grade of *B–* or better in ENGL 110; and

- (d) resolution of all incomplete and below-average grades in the major and in education courses.

### Course Requirements

See the box above for a list of requirements.

### Graduation Requirements

1. To be eligible to graduate the student must complete the physical education major and all other Queens College graduation requirements. It is recommended that students select courses in the liberal arts and sciences for their electives.
2. To be eligible for the Initial Certificate in Physical Education Pre-K–12, students must complete all courses in the major, and the following courses:

## FAMILY, NUTRITION & EXERCISE SCIENCES

FNES 161W, 266, 369, 379; and SEYS 201W, 221, 340 (or EECE 340) and 350 and EECE 310.

3. A minimum grade of *C* in all required FNES and Education (SEYS and EECE) courses with an average grade of *B–* in FNES 160, 230, 235, 342, 343 and an average grade of *B* in at least 7 of the 11 courses from FNES 12, 13, 14, and 311.
4. For those preparing to be teachers of physical education, an average grade of *B* or better in all EECE and SEYS courses in the concentration, a grade of *B* or better in FNES 160, 266 and 369, and a grade of *B* in FNES 161W, are required.  
A student may not repeat a major course more than once beyond the initial enrollment in the course.
5. Students must hold a current certification in First Aid and Cardiopulmonary Resuscitation (CPR).
6. In applying to the NY State Education Department for the initial certificate, the student must pass New York State teachers examinations, and satisfy the requirements in safety education, violence prevention, and education on prevention of child and substance abuse.

### Bachelor of Science in Accelerated Physical Education

*Undergraduate Advisor:* Ariela Herman

### Master of Science, Physical Education Teacher

*Graduate Advisor:* Eve Bernstein

With the permission of the undergraduate and graduate advisors, up to the following four (4) graduate courses may be taken in place of the regular undergraduate courses in years 2 through 4 of the Physical Education BS program. Note that each graduate course replaces a specific undergraduate course, and credit toward the undergraduate major will not be given for both courses. Admission into this program is limited to students with a major GPA of 3.5. (This is subject to final approval by the CUNY Board of Trustees.)

FNES 740, Motor Learning (if student has not taken this already); replaces FNES 343, which is a free-standing course with no prerequisites and therefore is generally taken in undergraduate year 1

FNES 715, Movement Experiences for Atypical Populations; replaces FNES 381, normally taken in the spring of undergraduate year 3

SEYS 700, Language, Literacy, and Culture Education; replaces SEYS 340, normally taken in the spring of undergraduate year 3

FNES 730, Mechanical Analysis of Human Movement; replaces FNES 235, normally taken in the spring of undergraduate year 3

### Honors Study

The department offers honors work within the Interdisciplinary and Special Studies Program. The purpose of the program is to identify students of exceptional ability and potential and to provide the kinds of academic experiences that will enable them to pursue, in greater depth, a specific area in which they demonstrate both aptitude and interest. This work may take the form of specific honors courses or research tutorials for 1, 2, or 3 cr. Within the framework of the tutorials, guided research may be undertaken in conjunction with a specific major course, or a project may be supervised by a faculty member with an interest in a specialized area. In this manner, students are not limited by the scope of the coursework for a particular semester but are free to work independently with members of the faculty. Honors work in FNES is not limited to majors in this department.

### Off-Campus and Outdoor Activities

1. Courses in a wide variety of individual and group sport activities are conducted in their natural settings.
2. Most outdoor courses are conducted during the school semester, partially on campus and partially off campus.
3. Some courses involve extended field trips and generally take place during January and spring breaks. All

outdoor courses involve material and transportation (MAT) fees. See department for specific information.

### COURSES\*

#### FNES 10. Introduction to Skill Assessment and Physical Education Standards. 2 hr.; 1 cr.

Assessment of teacher candidates' skills and knowledge of concepts in a variety of sports and activities and provides an introduction to the Physical Education Profile, an assessment strategy used in high schools across New York State.

#### FNES 11. Physical Conditioning (Elementary, Intermediate, Advanced). 2 hr.; 1 cr.

Designed to help women and men to improve muscular strength and cardiovascular efficiency through the application of scientific methods to weight training and physical conditioning activities. Fall, Spring

**FNES 12. Team Sports.** 2 hr.; 1 cr. Courses in team sports activities. Opportunity is also provided for participation in intercollegiate athletics.

**FNES 13. Dance.** 2 hr.; 1 cr. Courses in selected areas of dance.

**FNES 14. Individual Sports.** 2 hr.; 1 cr. Courses in a wide variety of individual sports activities.

**FNES 15. Aquatics.** 2 hr.; 1 cr. Courses in a variety of swimming and water sports.

**Non-Swimmer**—no swimming experience.

**Beginning Swimmer**—ability to swim length of pool (25 yards).

**Intermediate Swimmer**—ability to jump into deep water and swim length of pool on back; turn over and swim length of pool; float on back with minimum actions.

\*MAT charges possible.

††May be offered.

## FAMILY, NUTRITION & EXERCISE SCIENCES

**Advanced Swimmer**—ability to swim two consecutive lengths of pool with each of these strokes: sidestroke, any backstroke, front crawl; surface dive in 10 feet of water; dive from diving board.††

### **FNES 20. Wilderness and Outdoor Skills.**

3 hr. plus 2 field trips; 3 cr. A survey of outdoor skills including camping, backpacking, orienteering, rock climbing, canoeing, and survival skills.††

**FNES 21. Basic Skin and Scuba Diving.** 3 hr. plus minimum of three open-water dives; 3 cr. For swimmers with little or no knowledge of the activity and persons seeking basic national certification. Training combines pool and classroom experiences with open water dives. Fall, Spring

**FNES 22. Advanced Scuba Diving.** 3 hr. field trips; 3 cr. Prereq.: FNES 21 or equivalent national certification. The science and technology of life-supporting systems in hyperbaric environments. National certification in basic and advanced open water, dive master, and other specialty ratings for those students who qualify.††

**FNES 23. Advanced Swimming and Lifeguard Training.** 3 hr.; 3 cr. Prereq.: Ability to swim 50 yards of each of the four basic swimming strokes. Course designed to improve personal competence in basic and advanced swimming rescue, first aid, and artificial resuscitation, as well as advanced techniques in small-craft safety and aquatics leadership. Students may qualify for the American Red Cross Lifeguard Training Certificate.††

**FNES 24. Methods of Teaching Aquatics.** 3 hr.; 3 cr. Prereq.: Ability to swim 500 yards with advanced skill in five different swimming strokes and current American Red Cross Emergency Water Safety Certificate or Lifeguard Training Certificate. Course designed to provide experience in the analysis of basic and advanced swimming skills, techniques of teaching advanced life-saving, small-craft safety, and artificial resuscitation, as

well as improvement in personal competence and leadership qualities in aquatics. Students may qualify for the American Red Cross Water Safety Instructor's Certificate.††

**FNES 30. Fitness through Diet, Exercise, and Weight Control.** 3 hr.; 3 cr. Current concepts and principles of nutrition, energy balance, body composition, weight control, and obesity, and physiological basis of physical conditioning. Opportunity for practical experience in managing diet and exercise programs. Not open to students who have taken FNES 230. Fall, Spring

**FNES 32. Adult Fitness through Diet and Exercise.** 3 hr.; 3 cr. Prereq.: Open to ACE students only. A specialized lecture/laboratory course that satisfies the physical education requirement for ACE students. Topics include body image, healthful food intake, and physical fitness. Through an individualized nutritional survey, an in-depth activity profile, and a thorough assessment of body constitution and physical fitness status, an exercise program will be planned to meet individual needs.††

**FNES 101. The Science of Foods.** 2 class hr., 3 lab. hr.; 3 cr. Chemical and physical properties of foods that affect handling, preparation, and storage. Fall, Spring (MAT) (LPS, SW, SCI)

**FNES 104. Social, Cultural, and Economic Aspects of Foods.** 3 hr.; 3 cr. Multidisciplinary study of world food patterns and nutritional implications in various cultures. Fall, Spring

**FNES 105. Food Sustainability: Understanding the Food System.** 2 lec. hr., 3 lab. hr.; 3 cr. Examination of food sustainability and the development of the current food system through readings, lectures, discussions, and work in both a foods lab and in a garden. Alternatives for a more sustainable food system such as urban and local gardening/farming will be discussed as well as the ethical, environmental and health-related concerns of industrialized agriculture. Laboratories include hands-on work in a vegetable/herb garden and

food preparation in a food science lab. Students will plan and prepare vegetable-based dishes with seasonal food. Fall (MAT)

**FNES 106. Introduction to Family and Consumer Sciences.** 3 hr.; 3 cr. Provides an introduction to the profession, its history and philosophy. Special emphasis will be placed on the distinct areas of the profession and the ways in which individual specializations are related and integrated. This course is open to majors and nonmajors. As it provides an introduction to the profession, it should be taken as early in their college program as possible by those who anticipate majoring in family and consumer sciences. Fall, Spring

**FNES 121. Textiles.** 3 hr.; 3 cr. A study of textile fibers, fabrics, and finishes. Testing and identification of fabrics. Fall, Spring

**FNES 126. Apparel Science I.** 2 class hr., 2 lab. hr.; 3 cr. Instruction in fundamental construction techniques, quality evaluation of ready-to-wear apparel, use of equipment and commercial patterns. Fall

**FNES 140. Child Development and Parenting.** 3 hr.; 3 cr. Child development and parenting as they relate to promoting human growth and development and strengthening the well-being of individuals and families.

**FNES 142. Officiating in Physical Education.** 3 hr.; 1 cr. Prereq.: Successful completion of the basic courses in the activities being covered in any particular semester. Evaluated individual performance in officiating techniques. Ratings are available to interested and qualified students.††

**FNES 143. Fundamental Motor Skills.** 2 hr.; 1 cr. Prospective teachers of physical education will demonstrate knowledge of the development of the basic motor skills and the development of activities to facilitate motor-skill acquisition in K–12 population. Fall, Spring

## FAMILY, NUTRITION & EXERCISE SCIENCES

**FNES 145. Advanced Workshop in Physical Education.** FNES 145.1, 2 hr.; 1 cr., FNES 145.2, 4 hr.; 2 cr., FNES 145.3, 6 hr.; 3 cr. Prereq.: Permission of the instructor. Current theories of teaching and coaching. The sports and skills studied will vary from semester to semester. This course may be repeated for credit provided the subject area is different. Only one credit may be applied toward the major physical activity requirement. Fall, Spring

**FNES 146. Sport Skill Analysis.** 3 hr. plus 2 site visits; 3 cr. Prereq.: FNES 143. Focus is on the acquisition and demonstration of developmental content for teaching a designated sport to a K–12 population. Spring

**FNES 147. Family Relations.** 3 hr.; 3 cr. Interpersonal relations in contemporary American marriage and family life. Topics include dating, courtship, sex attitudes and behavior, family preplanning, communication, marital conflict, the unmarried, and elements of a successful marriage. Fall, Spring

**FNES 151. Families as Consumers.** 3 hr.; 3 cr. A study of consumer issues as they affect the family, with special emphasis on cultural, social, psychological, and economic factors influencing consumer behavior; consumer rights and responsibilities; and public policy issues. Fall, Spring

**FNES 153. Individual and Family Finances.** 3 hr.; 3 cr. An overview of individual and family financial planning to guide students in making sound financial decisions. Topics include budgeting, student loans, taxes, investments, credit, debt, savings, and retirement. Fall

**FNES 156. Interior Design.** 3 hr.; 3 cr. The study and application of the theory of interior design in the selection of home furnishings and accessories. Fall, Spring

**FNES 157. Fashion History Origins through the 19th Century.** 3 hr.; 3 cr. Fashion and dress from Ancient Egypt up to the 20th century will be explored. This course uses an interdisciplinary approach to investigate how dress and fashion function intrinsically as a part of the culture within its time period. Students will be able to understand fashion and dress in its historical, societal, economic, industrial, and global context. Diverse cultural influences across history are investigated as a foundation for Western dress and fashion.

**FNES 158. Fashion History from the 20th Century to the Present.** 3 hr.; 3 cr. Fashion and dress in the West from the 20th century to the present will be explored. This course uses an interdisciplinary approach to investigate how fashion and dress function intrinsically as a part of the culture within its time period. Students will be able to understand fashion and dress in its historical, societal, economic, industrial, and global context. The history of diverse cultural influences and their adoption in Western fashion are investigated.

**FNES 160. Principles and Foundations of Physical Education.** 3 hr.; 3 cr. Exposes prospective major students to the principles and philosophies on which contemporary physical education is based. Includes current conceptions of physical education, and national and state standards. Fall

**FNES 161W. Introduction to Teaching Physical Education.** 3 hr. plus 12 hr. fieldwork; 3 cr. Prereq.: FNES 10, 160, 230. Role of the physical educator; development of a professional concept of teaching through structured study, observation, and participation. Includes developing and assessing lessons based on New York State Learning Standards. Fall, Spring

**FNES 163. General Nutrition.** 3 hr.; 3 cr. Fundamental principles of normal nutrition and their application to the selection of adequate diets for individuals and families. Fall, Spring (SCI)

**FNES 166. First Aid and Safety.** 3 hr.; 3 cr. First aid techniques and principles and problems of safety in relation to the home, school, and community. Fall

**FNES 168. Athletic Training and Conditioning.** 3 hr.; 3 cr. Provides an understanding of athletic injuries and studies methods of training and conditioning, both preventive and rehabilitative. Spring

**FNES 200. Principles of Food Safety and Sanitation for Servsafe Certification.** 2 hr.; 2 cr. Prereq. or coreq.: FNES 101. Examination of the sanitation and safety principles used in a food service operation. Topics covered include: microbial contamination of food, preventing food-borne illness, sanitation procedures, and proper handling of food from the point of purchasing through service (vendor to consumer). Students will take the National Certification Servsafe exam at the end of the course.

**FNES 203. Meal Planning and Meal Management.** 2 class hr., 3 lab. hr.; 3 cr. Prereq.: FNES 101 or permission of the department. Understanding the meaning of foods in family meals, and basic principles of meal planning, preparation, and service effectively using money, time, and energy. Fall, Spring (MAT)

**FNES 204. International Cuisine.** 4 hr.; 3 cr. Prereq. FNES 101. An examination of the cuisines of the world. Through lecture and lab students will learn about the evolution of international cuisines, common cooking techniques, and menu development and will prepare representative food from many of the world's cultures. Spring (MAT)

**FNES 211. Introduction to Exercise Training and Program Development.** 3 hr. plus 15 hr. fieldwork; 3 cr. A foundation to understand, explain, and implement training programs for the improvement of muscular strength/endurance, cardiovascular endurance, and flexibility through the application of the scientific principles of training.

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**FNES 212. Teaching and Assessment of Team Activities.** 2 hr.; 1 cr. Prereq.: FNES 161W and 12 (Basketball, Soccer, and Softball). Performance, teaching, and assessment of the various team passing and field activities (e.g., ultimate frisbee, floor hockey, lacrosse, flag football, and cricket). Emphasis is on strategies and game performance assessments that can be used in the K–12 setting.

**FNES 214. Teaching and Assessment of Individual/Dual Activities.** 2 hr.; 1 cr. Prereq.: FNES 161W, 12 (Volleyball), and 14 (Tennis). Performance, teaching, and assessment of the various net/wall and target activities (e.g., badminton, handball, bowling, golf). Emphasis is on strategies and game performance assessments that can be used in the K–12 setting.

**FNES 225. Fashion Design Sketching.** 3 hr.; 3 cr. Prereq. or coreq.: FNES 157 or 158. Students will learn basic proportions of the body and sketching techniques to apply them to fashion sketches. Emphasis is on drawing basic fashion figures and garments through a variety of media and techniques.

**FNES 226. Apparel Science II.** 2 class hr., 2 lab. hr.; 3 cr. Prereq.: FNES 121 and 126. Continuation of FNES 126. Instruction in advanced construction techniques, handling of specialty fabrics, and alteration of patterns. Spring. (MAT)

**FNES 227. Fashion, Society, and the Individual.** 3 hr.; 3 cr. Prereq.: FNES 157 or 158. This multidisciplinary course will address the individual's identity in society as expressed through fashion and the body. An individual's choice of fashion will be explored through the complexities surrounding gender, local and global nationalities, ethnicity, class, and religion.

**FNES 228W. Individual and Family Clothing Problems.** 3 hr.; 3 cr. Prereq.: FNES 121 and 126. Identifying special problems in clothing for individuals and families and solving these problems through experimentation and research. Spring

**FNES 230. Exercise, Energy Balance, and Weight Control.** 3 hr. plus laboratory demonstration; 3 cr. Concepts and principles of energy balance, body composition, weight control, and obesity as they relate to exercise for the general public. Opportunity for practical experience in managing diet and exercise programs, as well as objectively assessing the level of energy input and output through laboratory experiences.

**FNES 235. Analysis of Human Movement.** 3 hr. plus lab demon.; 3 cr. Prereq.: BIOL 40 and 41. Study of the structure and function of the skeletal, articular, and muscular systems, and principles and physical laws of motion, in relation to human motor performance. Spring

**FNES 238: Introduction to Teaching Family & Consumer Sciences.** 3 hours, 3 credits; 10 hours of field experience. Prerequisites or co-requisites: SEYS 201W and SEYS 221. An introduction to the essential concepts of becoming a Family and Consumer Sciences (FCS) teacher including lesson planning, curriculum development, meeting needs of diverse student populations, student assessment, and reflection on teaching practices. Spring.

**FNES 248. Problems in Marriage and the Family.** 3 hr.; 3 cr. Prereq.: FNES 147. An exploration of current factors that precipitate family crisis, and the effect of crises on the family as a group. Fall

**FNES 249. Child and Family Policies.** 3 hr.; 3 cr. Prereq.: FNES 147. An overview of different child and family policies and their effects on families. Examination of the policy-making process and the roles that family professionals can play in influencing government policies that support and strengthen families.

**FNES 250. Research Methods in Human Development and Family Science.** 3 hr., 3 cr. Prereq. FNES 147. An overview of quantitative and qualitative research methods. Examination of the research process stages (e.g., literature review,

development of research questions, data collection and analysis, writing and presenting the results).

**FNES 251. Child Life: Coping with Medical Problems.** 3 hr.; 3 cr. Prereq.: FNES 140. An overview of child life profession and skills. Examination of the child life theories, research, assessment, and techniques. Strengthen students' skills needed in providing support to children and their families in health care settings.

**FNES 252. Current Problems in Family and Consumer Studies.** 3 hr.; 3 cr. Prereq.: FNES 151. Investigation of consumer problems of individuals and families. Spring

**FNES 253. The Psychology of Sports Participation.** 3 hr.; 3 cr. The psychological factors related to sport in contemporary society.††

**FNES 256. Counseling Sexuality.** 3 hr.; 3 cr. Prereq.: FNES 147. An overview of different issues related to sexuality in the family. Examination of how sexuality impacts family life and the factors that impact sexuality. Counseling strategies to provide support with sexual issues will be discussed.

**FNES 260. Research Methods in Nutrition.** 3 hr.; 3 cr. Prereq.: Psych 107. Understanding research methods and design with a focus on the interpretation and evaluation of research in the role of diet and nutrition in health promotion. Fall, Spring

**FNES 263. Nutrition I.** 3 hr.; 3 cr. Prereq.: CHEM 102.1, 102.3, PSYCH 107. A study of carbohydrate, lipid, protein, and energy requirements; the utilization of nutrients in the body; and the application of nutritional principles. Fall, Spring

**FNES 264. Nutrition II.** 3 hr.; 3 cr. Prereq. or coreq.: FNES 263. A study of vitamin and mineral requirements; the utilization of nutrients in the body; and the application of nutritional principles. Fall, Spring

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**FNES 265. Current Issues and Problems in Physical Education.** 3 hr.; 3 cr. An in-depth analysis of the current problems in the profession, with special emphasis on future trends. Spring

**FNES 266. Physical Education: Pre-School through Elementary School Levels.** 3 hr. plus 25 hr. of fieldwork; 3 cr. Prereq.: FNES 160 and 161W. Examines relevant principles, methods, and materials for teaching this specific age group through teaching experiences. Includes methods to work with special populations of this age group, state standards, and content for elementary learners. Fall, Spring

**FNES 267. Advanced First Aid and Emergency Care.** 3 hr.; 3 cr. Prereq.: FNES 166 or equivalent. Further development of knowledge and personal competency in providing emergency life-sustaining measures, including cardiopulmonary resuscitation. American Red Cross certification in Advanced First Aid for students who qualify.††

**FNES 269. Advanced Athletic Training.** 3 hr.; 3 cr. Prereq.: FNES 168. Advanced athletic training is designed to develop proficiency in evaluating athletic injuries and in constructing rehabilitation and reconditioning programs for athletes.††

**FNES 275. Institutional Management.** 3 hr.; 3 cr. Prereq.: FNES 101. An overview of the food service industry, and of theories and strategies of management. Topics to be discussed include staff selection and supervision, budget development, resource allocation, marketing and merchandising, and sanitation and safety. Fall, Spring

**FNES 300. Seminar in Nutrition and Dietetics: Career Advancement.** 2 hr.; 2 cr. Prereq.: FNES 263. Development of career skills and resources for advancement in the profession of nutrition and dietetics including portfolio development, governance of nutrition and dietetics practice, such as the Code of Ethics for the profession of

Nutrition and Dietetics, and the regulations related to billing, coding, and reimbursement of nutrition services. Fall, Spring

**FNES 307W. Experimental Food Science.** 2 lec. hr.; 3 lab hr.; 3 cr. Prereq.: FNES 101 and 263, PSYCH 107.1 and PSYCH 107.3. Techniques in food experimentation. The completion of an individual food study requiring interpretation and evaluation of results. Fall, Spring (MAT)

**FNES 311. Physical Fitness and Training Programs.** 3 hr. plus fieldwork; 3 cr. Prereq.: FNES 161W and 230. Experience and direct application of scientific methods of assessment and training in physical conditioning activities for physical education majors.

**FNES 322. Survey of Recent Developments in Textiles.** 3 hr.; 3 cr. Prereq.: FNES 121 or equivalent and permission of the department.††

**FNES 325. The Apparel Industry.** 3 hr.; 3 cr. Prereq.: ECON 100, 101 or 102; FNES 121 and 227. An overview of the domestic and international apparel industry, including its historical evolution and current trends. Types of enterprises, merchandising practices, and relationships within and among sectors of this industry are explored. Fall

**FNES 327. Apparel Design.** 3 hr.; 3 cr. Prereq.: FNES 121 and 226. The design process as it is applied in the apparel industry. The utilization of design principles, techniques for designing including sketching, draping, and pattern drafting, and a study of the role of the apparel designer. A field trip is required. Spring

**FNES 336. Educational Trends in Family and Consumer Sciences.** 3 hr.; 3 cr. Prereq.: SEYS 221. An examination of contemporary educational trends and how they affect teacher implementation of family and consumer sciences curricula.

**FNES 337. Nutrition Counseling and Education.** 3 hr.; 3 cr. Prereq.: FNES 263. An overview of nutrition education and counseling, introduces nutrition students to learning and behavior change theories, and practice in applying and evaluating techniques to support behavior change. Fall, Spring

**FNES 338. Methods and Materials for Teaching Family and Consumer Sciences.** 3 hr. (participation and observation one morning or afternoon per week) and 4 class hr.; 4 cr. Prereq. or coreq.: SEYS 340 and ECPSE 350. This course focuses on preparing the student for the student teaching experience. Major topics covered include NYS and National Family and Consumer Sciences Learning Standards, instructional planning and effective teaching strategies for meeting the needs of diverse student populations, classroom management, and assessment. Fall

**FNES 339. Student Teaching in Family and Consumer Sciences, K–12.** 8 hr.; 9 cr. Prereq.: A grade of 2.75 in the major and a 3.0 average in SEYS 201, 221, and 340; a grade of *B* or better in FNES 338; an average of *C+* or better in ENGL 110 and 120W; and completion of all incompletes in the major and in education courses. In the seminar that accompanies the student teaching experience, emphasis is on practicing reflective teaching using several techniques including discussions and problem solving of daily classroom experiences, and peer review. Planning for ongoing professional development is stressed. Spring

**FNES 340. Kinesiology.** 3 hr. plus lab. demon.; 3 cr. Study of the structure and function of the skeletal, articular, and muscular systems in relation to human motor performance.

**FNES 341. Biomechanics.** 3 hr. plus lab. demon.; 3 cr. Prereq.: FNES 340. Mechanical principles and physical laws of motion as applied to human movement and motor skill development.



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**FNES 342. Physiology of Muscular Activity.** 3 hr. plus lab. demon.; 3 cr. Prereq.: BIOL 40. The acute and long-term physiological adjustments occurring in the human organism as a result of sport and other physical activities.

**FNES 343. Motor Learning and Performance.** 3 hr. plus lab. demon.; 3 cr. Prereq.: BIOL 11 and SEYS 221. Psychological and neurophysiological factors related to the acquisition and performance of motor skills, including laboratory experience and application to teaching. Fall

**FNES 345. Theories of Lifespan Development.** 3 hr.; 3 cr. Prerequisite: FNES 147. An overview of theories and research pertaining to individual and family development across the life course from birth through old age. Examination of the tasks and challenges that are unique to each state of development.

**FNES 347. Families and Cross-Cultural Perspectives.** 3 hr.; 3 cr. Prereq.: FNES 147. An overview of family dynamics (marital relations, gender roles, parenting) in different cultures. Examination of childhood development and patterns of socialization from cross-cultural perspectives.

**FNES 348. Family and Community Program Development.** 3 hr.; 3 cr. Prereq.: FNES 147. An overview of family and communities dynamics. Examination of different types of community programs. Understanding the process of program development and evaluation.

**FNES 349. Family Issues and Conflict Resolution.** 3 hr.; 3 cr. Prereq.: FNES 248. This course is designed to examine communication and parenting skills and various counseling techniques to facilitate conflict resolution. Spring

**FNES 350. Practicum in Personal and Family Finance.** 2 hr. seminar plus 2 hr. lab.; 3 cr. Prereq.: FNES 252. Students will apply their understanding of family management and consumer finance to the solution of specific consumer problems of individuals and

families learning to organize and operate a service dispensing financial information and counseling clients. Fall

**FNES 351. Seminar in Family Management and Consumer Behavior.** 3 hr.; 3 cr. Prereq.: FNES 252. Examination of the effects of corporate marketing strategies on the family as a consuming unit. This course is designed for the consumer affairs professional who will be acting as (1) an interpreter of family interests within the corporate environment, and (2) a spokesperson for the corporation to consumers. Spring

**FNES 352. Physiological Principles of Exercise Training.** 3 hr. plus lab. demon.; 3 cr. Prereq.: FNES 342. Physiological impact of long-term exercise training with special consideration of the body's morphologic and physiologic adaptation to specific forms of training. Various training and conditioning methods are examined.

**FNES 353. Fitness Assessment and Prescription of Exercise Programs.** 3 hr. plus lab. demon.; 3 cr. Prereq.: FNES 211 and 342. Application of scientific principles of exercise physiology to the measurement and evaluation of fitness in healthy individuals. Techniques of exercise testing commonly used in corporate and other adult fitness settings. Training methods for improvement in exercise capacity and good health. Designing exercise programs for individuals and groups.

**FNES 358. Research in Historic Costume.** 358.1, 1 hr.; 1 cr., 358.2, 2 hr.; 2 cr., 358.3, 3 hr.; 3 cr. Prereq.: FNES 121, 126, 158, and permission of the department. Development of an independent research project in the conservation, analysis, dating, and/or restoration of historic costume materials. Students may register for 1, 2, or 3 credits depending on the scope of the project.††

**FNES 360. Professional Development and Ethics.** 3 hr.; 3 cr. An exploration of different career options and of professional development. Understanding ethics and the professional Code of Ethics, and use of

critical thinking in examining ethical questions and making ethical decisions.

**FNES 361. Sports Nutrition.** 3 hr.; 3 cr. Prereq.: FNES 263 and 264. Nutritional parameters of athletic performance including energy production and expenditure, meal timing and composition, hydration, sport specific requirements and ergogenic aids, and nutritional needs for special situations.

**FNES 362. Nutrition for the Exercise Professional.** 3 hr.; 3 cr. Prereq. or coreq.: FNES 264, CHEM 103.3/103.1, BIOL 41. The foundation of nutrition assessment and nutrition intervention across the life cycle and for diseases commonly encountered by the exercise professional.

**FNES 364. Special Projects in Family and Consumer Sciences.** 3 hr.; 3 cr. Prereq.: FNES 263. Students will participate in developing and carrying out research in field settings. Such factors as health status, food habits, nutrition, or other topics are studied. Using the data gathered, instruction in library research and the use of the computer and various techniques of analysis will be included.††

**FNES 365. Nutrition Assessment.** 2 hr. lec., 2 hr. lab; 3 cr. Prereq.: FNES 263; prereq. or coreq.: CHEM 103.1, CHEM 103.3, FNES 264, BIOL 40 and 41. Introduction to nutrition assessment and other components of medical nutrition therapy, utilizing the nutrition care process. Fall, Spring

**FNES 366. Medical Nutrition Therapy.** 3 hr.; 3 cr. Prereq.: FNES 264 and 365. Nutrition and dietary treatment of pathological medical conditions. Fall, Spring

**FNES 368. Life Cycle Nutrition.** 3 lec. hr.; 3 cr. Prereq. or coreq.: FNES 264. Understanding the nutrition needs and government programs and policies to support nutrition health during the different stages

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of the life cycle; pregnancy, infancy, childhood, adolescence, elderly. Fall, Spring

**FNES 369. Methods for Teaching Secondary Physical Education.** 3 hr. plus 25 fieldwork hr.; 3 cr. Prereq.: FNES 161W and 266; coreq.: ECPSE 350. Examines relevant methods and materials for teaching students at middle- and high-school levels. Includes methods of integrating state and national standards into the curriculum, specific to these age levels. Fall, Spring

**FNES 370. Practicum in Teaching.** Hr. to be arranged; 1 cr. Prereq.: FNES 143 and 146. The course provides students with learning experiences enabling them to practice selected teaching competencies required for successful student teaching. Students apply current knowledge and skills acquired in previous courses to the design, implementation, and evaluation of lessons focused on sport and physical education activities.††

**FNES 371–376. Fieldwork Courses.** Prereq.: Junior or senior standing, FNES 380 (Seminar in Family and Consumer Sciences), and permission of the department. Fieldwork courses provide professional experience for majors in approved institutions, agencies, firms, or community activities in areas related to family and consumer sciences. (One or two semesters; the two semesters maybe taken concurrently.) A minimum of 45 hours is required for one credit, 90 hours for two credits. Fall, Spring

**FNES 371. Fieldwork in Institutional Management.** FNES 371.1, 3 hr.; 1 cr., FNES 371.2, 6 hr.; 2 cr. Prereq.: FNES 380 (Seminar in Family and Consumer Sciences)

**FNES 372. Fieldwork in Nutrition.** FNES 372.1, 3 hr.; 1 cr., FNES 372.2, 6 hr.; 2 cr.

**FNES 373. Fieldwork in Textiles and Apparel.** FNES 373.1, 3 hr.; 1 cr., FNES 373.2, 6 hr.; 2 cr.

**FNES 374. Fieldwork in Foods.** FNES 374.1, 3 hr.; 1 cr., FNES 374.2, 6 hr.; 2 cr.

**FNES 375. Fieldwork in Family and Consumer Sciences.** FNES 375.1, 3 hr.; 1 cr., FNES 375.2, 6 hr.; 2 cr.

**FNES 376. Fieldwork in the Community.** FNES 376.1, 3 hr.; 1 cr., FNES 376.2, 6 hr.; 2 cr.

**FNES 377. Internship in Exercise Science.** 90 hr. per semester plus 1 hr. seminar; 3 cr. Prereq.: FNES 353 or permission of the instructor. In-depth, structured, practical experience in a formalized program dealing with fitness and health enhancement of individuals. Experiences in existing clinical or corporate programs are integrated with academic preparation through regular seminar meetings on campus. The minimal on-site hourly requirement is 90 hours but varies according to the nature of the site's program.

**FNES 378. Quantity Food Purchasing, Production, and Equipment.** 3 hr. and practicum; 3 cr. Prereq.: FNES 203 and 275. This course includes institutional menu planning and purchasing, inventory control, production, and distribution. Topics will include layout and design, equipment selection, and compliance with codes and standards. Fall, Spring

**FNES 379. Student Teaching in Physical Education.** 30 hr. per week of daily participation for 16 weeks (8 weeks each at elementary and secondary sites); 6 cr. Prereq.: A GPA of 2.75 in the major and a 3.0 average in SEYS 201, 221, 350, SEYS 340 or EECE 340, and EECE 310; a grade of *B* or better in FNES 266 and 369; a grade of *B–* or better in ENGL 110, and resolution of all incomplete and below-average grades in the major and in education courses. Supervised teaching and observation in elementary and secondary schools.

**FNES 380. Seminar in Family and Consumer Sciences.** 1 hr.; 1 cr. Prereq.: FNES 106 and junior standing with a minimum of 18 credits in family and consumer sciences. An overview of the profession including its scope, trends, and new developments. Graded on a *P/N/C* basis only. Fall, Spring

**FNES 381. Special Physical Education.** 2 rec., 3 lab. hr.; 3 cr. Prereq.: SEYS 221, FNES 266, and FNES 15 (beginning swimming or equivalent swimming ability). An introduction to the theory and methods of physical education for the special individual. Laboratory experience includes working with the handicapped.

**FNES 382. Community Nutrition.** 3 hr.; 3 cr. Prereq. or coreq.: FNES 365. The process of assessment and development of community programs, addressing the nutrition needs of individuals and groups for health promotion and disease prevention.

**FNES 390. Studies in Family, Nutrition, and Exercise Sciences.** 390.1, 1 hr.; 1 cr., 390.2, 2 hr.; 2 cr., 390.3, 3 hr.; 3 cr. Prereq.: Permission of the department. The topic for each semester will be announced in advance. May be repeated for credit provided the topic is different.††

**FNES 391. Research in Physical Education.** 391.1, 3 hr.; 1 cr., 391.2, 6 hr.; 2 cr., 391.3, 9 hr.; 3 cr. Prereq.: Permission of the instructor and the department. The student works on a research problem under the supervision of a member of the physical education faculty. Fall, Spring

**FNES 392. Principles of Coaching.** 3 hr.; 3 cr. Prereq.: FNES 145 (Sport Workshop). This is a lecture course in the theory and principles of coaching and program development. It is designed to explore the relevant aspects of sport performance and places special emphasis on training and analytical techniques in movement. In addition, areas such as motivation, team interaction and synergy, and styles of coaching will be included.††

**FNES 393. Coaching Internship.** 90 hr. plus 1 hr. conf. per wk.; 3 cr. Prereq.: FNES 392. The internship is designed to give students coaching experience in a specific sport. Students taking this course will be placed in a Queens or Nassau County school. They will work in a varsity or junior varsity program directed by the head coach of the school program.<sup>††</sup>

**FNES 395. Seminar in Physical Education.** 3 hr.; 3 cr. Prereq.: Designated according to topic and permission of the instructor. Selected topics in physical education. Topics will vary from semester to semester. May be repeated for credit provided the topic is different.<sup>††</sup>

**FNES 396. Seminar in Special Physical Education.** 3 hr.; 3 cr. Prereq.: Permission of the instructor. Selected topics in the theory and special problems of providing for the physical education needs of special individuals. Topics will vary from semester to semester. May be repeated for credit provided the topic is different.

**The following graduate courses are open to qualified undergraduate students with permission of the department:**

**FNES 634. Teaching Diverse Student Populations Family and Consumer Sciences.**

**FNES 636. Writing and Technology for the Professional.**

# Film Studies

*Director:* Julian Cornell

*Program Office:* G Building 202A,  
718-997-2992/2950; Fax 718-997-2960

*Faculty:* Faculty from many departments teach courses in Film Studies.

*Major Offered:* Film Studies (State Education Code 81206)

The purpose of the BA program in film studies is to afford students the opportunity to study in depth the aesthetic, cultural, sociological, political, philosophical, and psychological elements of the cinema.

The film studies major and minor are composed of film courses offered by a number of departments in the Divisions of the Arts and Humanities and the Social Sciences.

## THE MAJOR

Students majoring in film studies will plan their program of study in accordance with the course groupings shown in the box on this page. (A full description of each course will be found in the course listings for the particular department involved.)

Depending on their individual background and orientation, students may be advised to take additional courses in modern art, modern history, modern languages and literatures, or music appreciation.

Students who have not yet completed their basic requirements in English or who wish additional training in writing are advised to take ENGL 201W (Essay Writing for Special Fields).

## REQUIREMENTS FOR THE MAJOR IN FILM STUDIES (MAJOR CODE FLMST-BA)

The major consists of 36 credits.

### Required (15 credits)

MEDST 143, 144, 200, 240/240W, 341/341W.

### Electives (21 credits, at least one of which must be designated a “W” course)

MEDST 146, 243, 244, 245, 263, 265, 281\* (film topics only), 310, 342/342W,\* 343/343W, 344/344W,\* 345/345W, 346/346W, 381/381W (film topics only); CMLIT 241; ENGL 280, 285; EURO 250/250W\*; FREN 250/250W; GERM 250, 250W; HIST 370; ITAL 250/250W; PHIL 105; PSCI 228; RUSS 244/244W; SOC 249, SPAN 241.

*Note:* A minimum grade of C is required in order for a course to be counted toward the major.

## REQUIREMENTS FOR THE MINOR IN FILM STUDIES (MINOR CODE FLMST-MIN)

### Required (21 credits)

Students minoring in film studies must take MEDST 143, 144, and 240/240W plus a total of twelve hours chosen from the elective category designated above for the film studies concentration. MEDST 200 and 341/341W may also be taken as electives toward the film studies minor.

*Note:* A minimum grade of C is required in order for a course to be counted toward the minor.

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\*May be taken twice for credit if course content changes.

## THE MINOR

The film studies minor is designed to allow students to supplement their major in another field with a concentration of work in film studies. See the box on this page for the specific requirements for the minor.

### Advisory Services and Extracurricular Activities

The Film Studies Committee advises students on careers in film, graduate film study programs at CUNY and at other institutions, film festivals, grants and awards in filmmaking and film research, and film organizations. The substantial library of films held by Queens College and augmented by the CUNY Film Consortium provides opportunities for individual film study.

The Film Studies Program endorses and will be happy to supply information on the *Norman Silverstein Prize in Film Criticism* sponsored by the English Department. It also sponsors screenings and talks by filmmakers and other individuals involved in the various facets of the cinema.

## Finance

See Bachelor of Business Administration in the Economics Department listing.

## Geology

The courses previously offered by the Geology Department are now offered through the School of Earth and Environmental Sciences.

## Global Studies

*Office:* Global Education Initiatives, King Hall 209, 718-570-0550

As the world becomes more interconnected, Queens College is committed to infusing its curriculum with global perspective and preparing students to become leading citizens of our global society. The Global Studies minor offers a unique interdisciplinary program designed to develop global competency in students by integrating global courses, language acquisition, an intercultural experience, and research into the traditional academic curriculum. It will provide students with diverse perspectives and practical skills necessary to thrive as active, engaged citizens in today's dynamic international landscape. The minor can complement all academic majors, and help students become more successful graduates as they choose professions in our increasingly globalized economy.

### Benefits of the Minor

*Knowledge:* Students gain discipline-specific knowledge of global issues, processes, trends, and systems. Students demonstrate knowledge of their own culture as well as other cultures, countries, and regions.

*Skills:* Students can successfully navigate cultural and linguistic differences. Students are engaged in global issues, and play an active role as leaders on campus, in their communities, and beyond.

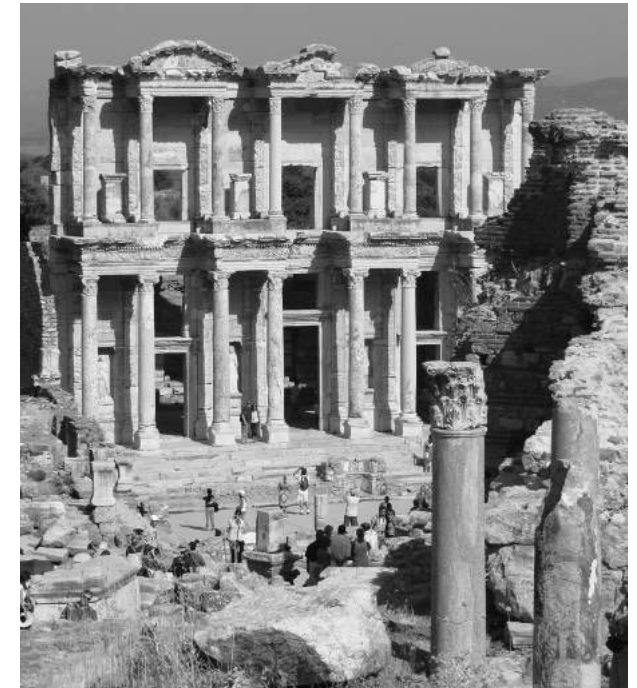
*Dispositions:* Students gain greater awareness of their own cultural identity and place in the world. Students gain understanding of social responsibility and what it means to serve others.

The Global Studies minor online application and list of qualified courses can be found on the Office of Global Education Initiatives website: [www.qc.cuny.edu/Academics/GlobalEd/OGEI](http://www.qc.cuny.edu/Academics/GlobalEd/OGEI). Consult the Director or members of the Global Studies Steering Committee, for questions and advising.

### Requirements

1. Students must take six courses (18 credits) with a predominantly global focus chosen from a list of qualified courses, but no more than two courses can come from one discipline or department. General Education courses designated as Flexible Core in World Cultures and Global Issues (WCGI) are qualified.
2. Transfer students minoring in Global Studies must take a minimum of 4 courses (12 credits) at Queens College.
3. One additional language course that is beyond what is required by the General Education Common Core Language requirement. This can be taken in residence or abroad.
4. Attendance at five international campus events with 1-page reflection papers.

5. One intercultural credit or non-credit bearing experience (must be pre-approved by the director):
  - a. Study abroad
  - b. Internship or work abroad program
  - c. A local internship in a company or organization with major global elements
6. Senior Thesis (12–15 pages)
  - a. The thesis is a research paper along with a PowerPoint presentation that addresses an important global issue that the student has explored through course work throughout the minor program. It must receive a passing grade by the Steering Committee. Each year in May, a student conference and reception will be held to showcase student research.



# Hispanic Languages & Literatures

*Acting Chair:* Juan Caamaño

*Undergraduate Advisor:* Mariana Zinni

*Graduate Advisor:* Beatriz Peña

*Department Office:* Queens Hall 100, 718-997-5660;  
Fax 718-997-5669

*Professors:* Glickman, Martínez-Torrejón, Simerka;  
*Associate Professors:* Caamaño, Fernández, Llorens,  
Peña, Zinni; *Assistant Professors:* Outes-León, Villa;  
*Lecturer:* Casco; *Department Secretary:* Lawlor

*Major Offered:* Spanish (State Education Code 26468)

The program of instruction in the Department of Hispanic Languages and Literatures seeks, through the achievement of an accurate reading knowledge, adequate aural comprehension, and conversational proficiency, to prepare students to understand and appreciate the language, literature, and culture of the Spanish-speaking world. Upon completion of the basic courses, students are expected to have a thorough, practical command of Spanish, including an ability to understand more fully the culture or cultures of which that language is a reflection. Elective courses consist of both linguistic and literary studies of a more advanced and specialized nature.

In all courses, correlation with other departments of the college is encouraged whenever students' use of their language training can be made effective in their field of concentration.

## Department Awards

The Hispanic Languages and Literatures Department awards the *Faculty Prize for Excellence in Spanish*, the *Ruth Rodríguez Prize for Formerly Undocumented Students*, and the *Rafael Rodríguez Memorial Prize* in Spanish.

## THE MAJOR IN SPANISH

See the box on the next page for the specific requirements for the major. All prospective majors must consult a department advisor before filing concentration forms.

Students planning to teach Spanish in secondary schools must also take at least three courses in a second Romance language. Approval for student teaching normally requires a 3.0 department average in elective courses and a grade of *B* in conversation and grammar. The major in Spanish is offered in both day and evening sessions.

## THE MINOR IN SPANISH

See the box on the next page for the requirements for the minor. Minors must file department concentration forms.

## PORTUGUESE COURSES

### PORT 41. Global Portuguese Literature in Translation.

3 hr.; 3 cr. Prereq.: ENGL 110. A selection of canonic and non-canonic works originating from the Portuguese-speaking countries. Due to their cultural and sometimes political relevance, these classics provide a broad perspective of the historical and civilizational evolution of Portugal, Brazil, and African countries like Angola or Mozambique. Exploring works so diverse in terms of chronology and geographical region provides insight not only into the reasons that books become classics, but also the importance of language and literature to the construction of national and supra-national identities. LIT

### Basic Language Courses

#### PORT 111. Elementary Portuguese I.

4 hr.; 4 cr. Intended for students with no previous training in Portuguese. Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to read, to understand spoken Portuguese, to become familiar with cultural aspects of Portuguese-speaking

countries, and especially to establish a good basic vocabulary. Class hours include use of the language laboratory. (LANG)

#### PORT 112. Elementary Portuguese II.

4 hr.; 4 cr. Prereq.: PORT 111 or equivalent. This course is a continuation of PORT 111. A graded reader is introduced to present literary and cultural aspects of Portuguese-speaking countries, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory. (LANG)

**When circumstances warrant, the department may offer an intensive Portuguese course, PORT 111 and 112, for 8 credits.**

#### PORT 203. Intermediate Portuguese I.

(formerly PORT 113) 3 hr.; 3 cr. Prereq.: PORT 112 or equivalent. A continuation of PORT 112, with a grammar review, conversation, and readings in literary and cultural materials. (LANG, WCGI)

#### PORT 204. Intermediate Portuguese II.

3 hr.; 3 cr. Prereq.: PORT 203 or its equivalent. Continuation of PORT 203, with grammar review, conversation, composition, and readings in literary and cultural materials. (LANG)

## SPANISH COURSES\*

Students who have had less than one-and-one-half years of high school Spanish normally begin with SPAN 111; those entering with two years normally begin with SPAN 112; those presenting three years usually begin with SPAN 203; and those presenting four years normally begin with SPAN 204. Native speakers should consult the chair or a department representative for correct placement.

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\*MAT charges possible.

## HISPANIC LANGUAGES & LITERATURES

### REQUIREMENTS FOR THE MAJOR IN SPANISH (MAJOR CODE SPAN-BA)

The major consists of 36 credits.

#### Required (27 credits)

SPAN 221 (for native speakers) or SPAN 222 (for non-native speakers); SPAN 224, 225, 240 (these courses are prerequisites for all higher-numbered courses); SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses); and SPAN 310 or 312.

#### Electives

9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 291, 337, 338, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

### REQUIREMENTS FOR THE MINOR IN SPANISH (MINOR CODE SPAN-MIN)

The minor consists of 18 credits in Spanish beyond the level of SPAN 112, chosen in consultation with a department advisor.

### Courses Taught in English

**SPAN 20. Spanish Peer Tutoring.** 4 hr.; 2 cr. Prereq.: B or better in SPAN 221 or SPAN 224. Students engage in peer tutoring for SPAN 111, 112, and 203 under faculty supervision. SPAN 20 may not be applied to the major or minor in Spanish.

**SPAN 21. Advanced Spanish Peer Tutoring.** 4 hr.; 2 cr. Prereq.: SPAN 20. Students who have taken SPAN 20 are provided with an opportunity to engage in additional levels of advanced tutoring for SPAN 111, 112, 203, and 204, under faculty supervision. SPAN 21 may not be applied to the major or minor in Spanish.

**SPAN 41. Masterpieces of Hispanic Literature in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of Hispanic literature from its beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. The course is intended for students who are unable to read Spanish; it is not open to students who have received credit for SPAN 204 or higher numbered courses. (LIT)

**SPAN 45, 45W. Hispanic Civilization.** 3 hr.; 3 cr. This course will deal with the nonliterary aspects of Hispanic culture, such as music, the visual and performing arts, and the history of ideas. The specific topics to be considered will vary from semester to semester and from section to section, and will be announced in advance. Readings and class discussions will be conducted in English. (CV, WC, WCGI)<sup>††</sup>

**SPAN 47. Hispanic Film in English Translation.** 3 hr.; 3 cr. Exploration of the development of Hispanic film over the past half century, focusing on the ways that films address changing sociopolitical conditions. Students will study the terminology associated with film criticism, will learn to make more informed aesthetic judgments, and will train their critical faculties in a way that will help them better understand all forms of visual media—including plastic arts, television, and advertising. (AP, WCGI)

**SPAN 51. Hispanic-Jewish Literature in Translation.** 3 hr.; 3 cr. Introduction to Hispanic-Jewish fiction and critical material (Latin American, Brazilian and Spanish, Sephardic and Ashkenazic). Students will learn to read, discuss, and write about texts in fulfillment of the norms of literature as a

discipline, including techniques of close reading, stylistic analysis of formal features and literary genres and periods. Students will learn to read novels, short stories, plays, and diaries and analyze literary and cultural models that seek to define identity. (LIT)

**SPAN 53, 53W, 53H. Don Quixote in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. The study of *Don Quixote* as the first modern and postmodern novel. Students will learn the disciplinary norms of reading literature, including both close reading and contemporary approaches to literary and cultural theory. They will analyze *Don Quixote* in an interdisciplinary context of early modern Spanish history and culture, including: early modern imperialism; the expulsion of Jews and Moors from Spain; the rise of urban society; the invention of the printing press and new genres of leisure reading; and mercantile economic structures. They will also explore the ways in which *Don Quixote* has been used as a cultural touchstone by authors, philosophers, and filmmakers to support a wide variety of cultural discourses over the past two centuries. (LIT)

**SPAN 60. Hispanic Literature and Culture in the United States.** 3 hr.; 3 cr. An overview of the culture and, particularly, the literary production of Latinos in the United States. The course will focus on selected works—fiction, poetry, drama, etc.—that reflect the complex cultural and linguistic realities of the Hispanic experience in this country. (LIT)

### Basic Language Courses

**SPAN 111. Elementary Spanish I.** 4 hr.; 4 cr. Not open to students who have received credit for SPAN 114. Intended for students with no previous training in Spanish. Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to read, to understand spoken Spanish, to become familiar with cultural aspects of Spanish-speaking countries, and especially to establish a good basic vocabulary. Class hours include use of the language laboratory. (LANG)

## HISPANIC LANGUAGES & LITERATURES

**SPAN 112. Elementary Spanish II.** 4 hr.; 4 cr. Prereq.: SPAN 111 or equivalent. Not open to students who have received credit for SPAN 115. This course is a continuation of SPAN 111. A graded reader is introduced to present literary and cultural aspects of Spanish-speaking countries, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory. (LANG)

**When circumstances warrant, the department may offer an intensive Spanish course, SPAN 111 and 112, for 8 credits.**

**SPAN 114. Spanish for Heritage Speakers I.** 4 hr.; 4 cr. Not open to students who have received credit for SPAN 111. Designed for heritage speakers of Spanish (students whose native language is Spanish but who have gone to school in the U.S.), this course focuses on the development of communicative competence in reading, writing, speaking, and listening, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. (LANG)

**SPAN 115. Spanish for Heritage Speakers II.** 4 hr.; 4 cr. Prereq.: SPAN 114 (or equivalent) Not open to students who have received credit for SPAN 111 or 112. A continuation of SPAN 114 providing heritage speakers of Spanish (students whose native language is Spanish but who have gone to school in the U.S.) grammar review needed for oral and written expression and emphasizing the active use of the language through task-oriented activities and discussion of cultural and literary texts. (LANG)

**SPAN 201. Spanish for Heritage Speakers III.** 3 hr.; 3 cr. Prereq.: Fluency in speaking and understanding Spanish, as determined by a placement test or instructor's recommendation. Not open to students who have completed SPAN 111, 112, or 203. A review of Spanish grammar with emphasis on reading and writing skills for students who are fluent in the spoken language but have little previous experience in the written language. Instruction will be primarily in Spanish.

Completion of this course is equivalent to completion of SPAN 203. (WCGI, LANG)

**SPAN 203. Intermediate Spanish I.** (formerly SPAN 113) 3 hr.; 3 cr. Prereq.: SPAN 112 or three years of high school Spanish. Not open to students who have received credit for SPAN 201. Grammar review, conversation, and readings in literary and cultural materials at an intermediate level. (WCGI, LANG)

**SPAN 204. Intermediate Spanish II.** 3 hr.; 3 cr. Prereq.: SPAN 201 or 203, or four years of high school Spanish. Continuation of SPAN 203, with grammar review, conversation, composition, and readings in literary and cultural materials. (WCGI, LANG)

**SPAN 215. Spanish Conversation.** 3 hr.; 3 cr. Prereq.: SPAN 201 or 204 or permission of the Department. Intensive practice in spoken Spanish providing practical use of the language with emphasis on oral-aural techniques, leading toward fluency in speaking. The goal of this course is to enhance the development of communicative competence in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. Certain grammar points are reviewed, but communicative competence is not measured by grammatical competence alone. Fluency, pronunciation, strategic competence such as paraphrasing skills, and an extensive active vocabulary are all equally important when learning to master a second language. Students will be asked to self-assess their own progress toward established goals at different intervals throughout the semester. (LANG)

### **Introductory Literature Courses**

**SPAN 240. Introduction to Hispanic Literary Studies.** 3 hr.; 3 cr. Prereq.: SPAN 224 or 225 or permission of the department. An introduction to Hispanic fiction, poetry, and drama through readings by representative writers with the development of critical skills and familiarization with the basic tools and

terminology of literary analysis. (Not open to students who have taken SPAN 227 or 228.) (LANG,LIT)

**SPAN 250. Survey of Spanish Literature I.** (formerly SPAN 205) 3 hr.; 3 cr. Prereq.: SPAN 240 or permission of the department. Reading and analysis of representative works from the Middle Ages through the seventeenth century; special emphasis on literary values and history. Required for majors and other students planning to take elective courses in the department. (LANG)

**SPAN 260. Survey of Spanish Literature II.** (formerly SPAN 206) 3 hr.; 3 cr. Prereq.: SPAN 240 or permission of the department. Reading and analysis of representative works from the Romantic period to the present, with special emphasis on literary values and history. Required for majors and other students planning to take elective courses in the department. (LANG)

**SPAN 280. Survey of Spanish American Literature I.** 3 hr.; 3 cr. Prereq.: SPAN 240 or permission of the department. Reading and analysis of representative works, presented within the context of social, political, and intellectual history, from the pre-Columbian period through late nineteenth-century *modernismo*. (LANG,LIT)

**SPAN 290. Survey of Spanish American Literature II.** 3 hr.; 3 cr. Prereq.: SPAN 240 or permission of the department. Reading and analysis of representative works, presented within the context of social, political, and intellectual history, from the early twentieth-century *vanguardia* movement through contemporary Spanish American fiction, poetry, and drama. (LANG,LIT)

**SPAN 291. Hispanic Cinema.** 4 hr.; 3 cr. Aspects of Spanish and Latin American cinema, historical, cultural, aesthetic, political, technical, etc. From semester to semester the course may deal either with certain tendencies and periods or with individual directors. Lectures will be in English; films will be shown in the



## HISPANIC LANGUAGES & LITERATURES

original language with subtitles. May be repeated once for credit provided the topic is different. May be applied to the Spanish major once. Spanish majors will submit written work in Spanish.

### *Advanced Language Courses*

**SPAN 221. Language Workshop for Spanish Heritage Students.** 3 hr.; 3 cr. Prereq.: SPAN 204 or equivalent. Designed to meet specific needs of students of Spanish-speaking background. It will focus on the correction of deficiencies and difficulties in written language and formal oral communication through intensive grammar review, vocabulary building, spelling, punctuation, and the development of advanced composition skills. (WCGI, LANG)

**SPAN 222. Language Workshop for Non-Spanish Heritage Students.** 3 hr.; 3 cr. Prereq.: SPAN 204 or permission of the department. A course designed to bring students whose native language is not Spanish to a high-intermediate/low-advanced level of competency in all four skills. Discussion and linguistic analysis of selected literary and cultural readings, newspaper and magazine articles, and current movies; short written assignments and oral presentations. May not be taken by Spanish heritage speakers. (WCGI, LANG)

**SPAN 224. Grammar.** 3 hr.; 3 cr. Prereq.: SPAN 204 or permission of the department. A thorough review of Spanish grammar and usage on an advanced level; systematic practice in composition. (LANG)

**SPAN 225. Composition.** 3 hr.; 3 cr. Prereq.: SPAN 224. Advanced work in special problem areas of usage and style. Intensive practice in writing. (LANG, WCGI)

**SPAN 337. Advanced Grammar and Phonology.** 3 hr.; 3 cr. Prereq.: SPAN 224 or permission of the department. A study of those advanced features of Spanish grammar which present major difficulties to both native and non-native students of Spanish. Practice

in complex structures in speech, prose fiction, and expository writing. Intensive study of the phonological structure of Spanish with regular practice in application of these structures. (LANG)

**SPAN 338. Foundations of Spanish Linguistics.** 3 hr.; 3 cr. Prereq.: SPAN 224 or permission of the department. An introduction to Spanish linguistics. (LANG)

**SPAN 339. Creative Writing in Spanish.** 3 hr., 3 cr. Prereq.: SPAN 225, 240. Development of students' ability to produce their own creative texts in Spanish while enriching their writing techniques. Designed for Spanish-speaking students with an advanced level of proficiency in reading and writing. Students will first be drawing lessons from some of the techniques used in a variety of texts by Latin American authors. Subsequently they will develop their individual styles.

**SPAN 340. Spanish for the Professions.** 3 hr.; 3 cr. Prereq.: SPAN 224 or permission of the department. Intended for students interested in working in professional areas where Spanish is spoken with individual focus on professional interests; topics include Spanish for business, Spanish for healthcare practitioners, Spanish for social workers, and Spanish for teachers. (LANG)

**SPAN 341. Introduction to Translation.** 3 hr.; 3 cr. Prereq.: SPAN 224 or permission of the instructor. Introduction to the techniques and problems of translation; intensive practice in translating texts of various types. (LANG)

### **Civilization Courses**

**SPAN 310. The Culture and Civilization of Spain.** 3 hr.; 3 cr. Prereq.: SPAN 260 or permission of the department. Attention to ethnic, political, and artistic aspects. (LANG)

**SPAN 312. The Culture and Civilization of Latin America.** 3 hr.; 3 cr. Prereq.: SPAN 280 or permission of the department. Attention to ethnic, political, and artistic aspects. (LANG)

### *Advanced Literature Courses*

**SPAN 350. Cultures and Literature in Medieval and Renaissance Iberia.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250 or permission of the department. Building on the foundation provided by the survey (SPAN 250), this course provides in-depth exploration of different texts and genres. Emphasis on aspects of Medieval and Renaissance culture, such as the coexistence and mutual influence of the three ethnic and religious groups—Christian, Jewish, and Muslim; the emergence of national literatures in the Peninsular languages, and specifically in Spanish; how different genres are created or nationalized in this effort; the relation between genre and the hero; the diversity of narrative forms until the eve of the Renaissance; the Jewish experience within the Peninsula and in the Diaspora; the Renaissance as a cultural and social revolution; variations on love literature and gender representation; political and religious writing.

**SPAN 351. Art and Ideology in Spanish Renaissance and Baroque Literature.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250 or permission of the department. Building on the foundation provided by the survey (SPAN 250), this course provides in-depth exploration of different texts and genres. The course content will emphasize empire and its decline; the Counterreformation, *conversos* and *moriscos*, mysticism; variations on love literature and gender representation; court politics and literary patronage; emergence of the modern subject.

**SPAN 352. Don Quijote.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250. A detailed reading and analysis of *Don Quijote*, with attention to its influence in Spain and on world literature.

## HISPANIC LANGUAGES & LITERATURES

**SPAN 353. Realism and Naturalism in Spanish Fiction.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250 or permission of the department. An in-depth exploration of the key ideas and figures in Spanish realist and naturalist literatures, studied in the context of nineteenth-century Spanish cultural history and European realism and naturalism.

**SPAN 356. Gender, Sexuality, and Feminism in Spanish Literature.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250 or 260 or permission of the department. The literary presentation of social norms of gender and sexuality in Spanish literature from the Medieval period to the present day. Students will read fiction, drama, poetry, and essays, as well as critical and theoretical texts.

**SPAN 357. Twentieth-Century Spanish Drama and Film.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 260 or permission of the department. A presentation of modern media and culture through examination of selected theatre and film from the twentieth century via literary analysis and cinematic interpretation of modern and contemporary Spanish works. Special attention will be given to the development of technique and the influence of film on theatre to show how literature and film progressively feed off each other. Among authors and directors studied might be García Lorca, Buñuel, Delibes, Saura, Almodóvar, Ayllín, etc.

**SPAN 358. Culture and Ideology in Modern Spanish Literature.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 260 or permission of the department. The twentieth-century integration of Spain to Europe. Presentation of themes of colonialization, oppression, resistance, and exile (the “Generations” of 1898, 1927, 1936, 1941–1944, etc.), and government attempts to control expression and thought by law or force, or by allying itself with traditionally accepted Spanish social structures.

**SPAN 359. Spanish Literature since 1964: From Dictatorship to Democracy.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 260 or permission of the department.

Change and continuity in the society and the novel of the fully European and globalized Spain of the post-Franco era. A study of literary practice which engages themes such as the representation of an ethical/social consciousness, anti-establishment thought, critical individualism, and the marginalization of sectors of Spanish society.

**SPAN 370. Colonial Literature and Emerging Criollo Voices in Spanish America.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 280 or permission of the department. Reading and discussion of selections from important authors and genres, beginning with the indigenous cultures and continuing through the movement for independence.

**SPAN 371. Avant-Garde Movements in Latin America.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 290 or permission of the department. The period following the Modernist movement (1896–1905) in Latin America, until the 1940s. It concentrates on the originality that marks each writer’s style, as seen in their individual manifestos. Analysis of the writers’ initial reactions to sentimental irony (Ezequiel Martínez Estrada), to the innovations of *prosaismo* (Evaristo Carriego), and *ultraísmo* (Jorge L. Borges). Women writers (Gabriela Mistral, Delmira Agustini, Alfonsina Storni, and Juana de Ibarbourou) are highlighted for their thematic and stylistic freedom. Other authors to be studied in this course are Ricardo Güiraldes, Mariano Brull, Oliverio Girondo, Luis Palés Matos, Nicolás Guillén, Vicente Huidobro, César Vallejo, and Pablo Neruda.

**SPAN 372. Contemporary and Post-Modern Literature in Latin America.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 290 or permission of the department. Analysis of recent Latin American narrative and film, focusing on continuity and innovation. Elements to be analyzed include realism, neo-realism, the fantastic, Boom versus post-boom narrative, and a variety of other technical innovations.

**SPAN 373. Native Peoples, Slaves, and Campesinos in Latin America.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 280 or permission of the department. The written representation of marginalized groups—who often constitute majority populations—in Latin American literature. The course begins with the period of conquest and colonization and continues through present times. Readings include fiction and non-fiction: chronicles, novels, short stories, and testimonial narratives.

**SPAN 374. Theatre and Film in Latin America: From Text to Performance.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 290 or permission of the department. The trajectory of 20th-century theatre and film in Latin America, focusing on its major dramatists and its representative periods. The plays discussed will be placed in their historical context, taking into account the cultural and artistic manifestations of each period under discussion.

**SPAN 377. Hispanic Caribbean Literature and Culture.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 280, or 290 or permission of the department. A survey of the culture and the literary production of Puerto Rico, Cuba, and the Dominican Republic focusing on selected works written by authors from diverse racial and socioeconomic backgrounds, who strive to define their individuality and their national identity by focusing on the issues that affect their own country. Some of the topics to be studied are: Spanish colonialism and its aftermath; independence and cultural autonomy; democracy and dictatorships in the 20th century; fighting racism by vindicating African roots; economics, politics, and exile; women writers as agents of social change.

**SPAN 378. Culture and Identity in U.S. Latino/Latina Literature.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 280 or 290 or permission of the department. An overview of the culture and, especially, the literary production of Latinos/as in New York. The course will focus on selected works of fiction (short stories, novels, and plays) written by authors from diverse ethnic, racial,



and socioeconomic backgrounds, with roots in Spanish American countries. Varied topics will be explored from a historical perspective using gender, race/ethnicity, class, and sexuality as primary categories of analysis.

**SPAN 379. Gender, Sexuality, and Feminism in Spanish-American Literature.** 3 hr.; 3 cr.

Prereq.: SPAN 240 and 280, or 290, or permission of the department. A study of the work of Spanish-American writers—both men and women—who have reflected upon the complex yet crucial issues surrounding the interrelated notions of gender, sexuality, and feminism. Students will read selected fictional and nonfictional texts by authors from the colonial period to the present, such as Sor Juana Inés de la Cruz, Gertrudis Gómez de Avellaneda, Eugenio Cambaceres, Alfonsina Storni, Gabriela Mistral, Manuel Puig, Severo Sarduy, Reinaldo Arenas, and Rosario Castellanos. A variety of topics will be explored from an interdisciplinary perspective, focusing on historical, sociological, political, and ethical issues.

**SPAN 390. Hispanic Literature Seminar.**

3 hr.; 3 cr. Prereq.: ENGL 110, 3 courses in Hispanic literature, and senior standing. Intensive reading and discussion of literary, cultural, theoretical, and critical texts and student research and writing centered around a specific topic in Hispanic literature. May be repeated for credit when topic varies. (LANG)

**SPAN 391. Seminar in Spanish Language and Linguistics.** 3 hr.; 3 cr. Prereq.: SPAN 224, 225,

and 337, and senior standing, or permission of the department. Intensive student participation on varying themes, problems, and theories in language and linguistics. Possible topics include sociolinguistics, dialectology, history of the Spanish language, bilingualism, languages in contact, language and ethnic identity, language and gender, etc.

**SPAN 398. Internship.** 135 hr.; 3 cr. Prereq.: GPA of 3.2 or above in the major, and at least 21 credits in upper-level Spanish, plus permission of the department chair and a faculty sponsor. Offers advanced students the opportunity to engage in research under faculty supervision. Must be prearranged and approved by department chair and faculty sponsor.

# History

*Chair:* Kristin Ceello

*Graduate Advisor:* Grace Davie

*Department Office:* Powdermaker 352, 718-997-5350

*Distinguished Professors:* Freeman, Rossabi;

*Professors:* Allen, Bemporad, Covington, Frangakis-Syrett, Matos Rodríguez, Sneeringer, Wintermute, Wolfe, Wu; *Associate Professors:* Antonova, Bregoli, Ceello, Chazkel, Conolly-Smith, Davie, Franklin, Freundsuh, Giardina, Ort, Richardson, Vellon; *Assistant Professors:* Placido, Schlichting, Tavarez; *Lecturer:* Daniel; *Department Secretaries:* Harris, Vickery

*Major Offered:* History (State Education Code 26457)

History, usually classified as a social science, also retains strong links with the humanities. Its various approaches—political, economic, social, and intellectual—require a wide range of different methods. Courses offered by the department acquaint students, both history and non-history majors, with the aims, methods, and results of historical research. The contemporary trend to expand the study of history beyond a national and Western framework is reflected in the offerings of the department. Historical studies provide the background needed for graduate work in law, journalism, library science, and history doctoral programs. It is the best major for those planning to teach social studies on the secondary level, as well as being an excellent major for those co-majoring in elementary education. It also is an excellent major for those planning careers in business, in the federal government, or in civil service.

## Department Awards

The History Department offers the following prizes and awards: the *Richard W. Emery Prize*, for distinguished scholarship in pre-1500 European history; the *History Department Scholarship* (for juniors); the *Benny*

*Kraut Prize*, to a graduating senior for distinguished scholarship in Jewish history; the *Solomon Lutnick Prize*, to a graduating senior for distinguished scholarship in American history; the *Gaudens Megaro Prize*, to a graduating senior for distinguished scholarship in European history; the *Melina Mercouri Prize*, for excellence in Greek/European History; the *Frank Merli Graduate Student Prize*; the *Alan Jay Orman Scholar Award*; the *Martin Pine Prize for distinguished scholarship in Renaissance history and philosophy*; the *Koppel S. Pinson Prize*, to the graduating senior with the highest record in history courses; the *Satadru Sen Memorial Prize* for distinguished scholarship in South Asian history; the *David Syrett Research Prize in British or Military History*; the *Vasiliki Tsilas Prize* for distinguished scholarship in world history; and the *Frank Warren Prize for Excellence in History*.

In addition, *Scholarship Keys* for distinguished records in history are awarded by the Queens College Chapter of Phi Alpha Theta, National Honor Society in History.

## THE MAJORS

See the box on the next page for the specific requirements for the majors.

To graduate with a major in history, students must have a cumulative grade-point average of at least 2.0 in history courses taken at Queens College. Transfer students majoring in history must take a minimum of 18 credits in the History Department, regardless of the number of history credits earned at other institutions.

Students majoring in history must consult with a concentration advisor to ensure that their programs satisfy department requirements. A concentration form should be filed with the department during the junior year. Introductory surveys (HIST 100 through 116) should be taken by majors as soon as possible and should normally precede more advanced courses in each of the areas covered. Those planning to do graduate

work in any field of history should consult the chair or department faculty as early as possible and should pay special attention to the language requirements for advanced study.

The department offers major concentrations in six areas:

- Ancient and Pre-Modern History;
- European History since the Fall of Rome;
- United States History;
- History of Areas of the World other than the United States and Europe;
- Jewish History;
- Gender History; and
- Legal History.

Students with a particular interest in a topic that cuts across geographical or chronological lines may wish to develop their own concentration. Such a request must be presented in writing before the student's upper junior year. The request must be approved by both the chief concentration advisor and the chair of the History Department.

History majors seeking to qualify for secondary school social studies licenses should study the relationships between history and education requirements when planning their courses. For guidance, consult history and secondary education advisors.

Department honors will be granted to majors who have a 3.5 grade-point average in history.

## THE MINOR

See the box on the next page for the specific requirements for the minor. Transfer students minoring in history must take at least 12 credits in the History Department. To be graduated with a minor in history, students must have a cumulative grade-point average of at least 2.0 in history courses taken at Queens College.

## HISTORY

### REQUIREMENTS FOR THE MAJOR IN HISTORY (MAJOR CODE HIST-BA)

Majors are required to take a minimum of 36 credits in history distributed among the following six components. At least 18 credits must be taken at Queens College.

1. Introductory Surveys in European and U.S. History (4 courses, 12 credits): HIST 101, 102, 103, and 104.
2. Introductory Surveys in Non-Western History (2 courses, 6 credits): Two courses from among the following: HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149.
3. Upper-Division Course in Non-Western History (1 course, 3 credits): One course from among the following: HIST 160, 166, 255–257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361.
4. Concentration (3 courses (9 credits): Three additional courses in one of the following areas:

#### *Ancient and Pre-Modern History*

Includes HIST 113, 114, 140, 144, 148, 158, 204–206, 208, 209, 212, 251, 286, 291, 311, 352.

#### *European History since the Fall of Rome*

Includes HIST 107–110, 115, 116, 150, 164, 169, 203, 209–213, 215–218, 222, 225, 227–233, 236–242, 251–254, 287, 291, 292, 295, 302–305, 308–310, 312–315, 332, 349, 352, 361.

#### *United States History*

Includes HIST 163, 168, 249, 255, 258–260, 262, 263, 265–267, 270–279, 284, 285, 288, 297, 299, 313, 314, 329, 340–343, 345, 347, 348, 350, 351, 388.

#### *History of Areas of the World other than the United States and Europe*

Includes HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149, 160, 166, 255–257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361

#### *Jewish History*

Includes HIST 114–116, 159, 237, 249, 251–257, 255, 256, 290, 295, 311, 312, 336, 338, 349.

#### *Gender History*

Includes HIST 162, 270–272, 298, 308, 335, 336, 342, 345.

#### *Legal History*

Includes HIST 161, 186, 286–290, 340–341.

Students may create a specialty with the permission of the Director of Undergraduate Studies and the Chair. Students choosing this option must do so at the start of their junior year.

5. Colloquium (1 course, 4 credits): HIST 392W.
6. Elective (1 course, 2–3 credits): An additional history course, at any level and on any topic.

Please note: HIST 200, 370, 393 and 394 have topics that vary from semester to semester and will be included in whichever area is appropriate for their content. Depending on the topic, HIST 392W may be used to satisfy the Upper-Division Course in Non-Western History; it may not be used to satisfy the concentration requirement.

### REQUIREMENTS FOR THE MINOR IN HISTORY (MINOR CODE HIST-MIN)

The minor consists of 18 credits in history, of which 6 credits must be in United States history and 6 credits in non-United States history. At least 12 credits must be taken at Queens College.

## COURSES

### **HIST 101, 101W. Early Modern Europe, 1500–1815.**

3 hr.; 3 cr. The major political, economic, intellectual, and social developments that prepared the foundation for the modern age are examined; the development of the nation-state; the transformation of the economy from agrarian to mercantile; the expansion of Europe; the Renaissance, the Reformation, the Scientific Revolution, and the Enlightenment; the French Revolution. (WCGI) Fall, Spring

### **HIST 102, 102W. Modern Europe, 1815 to the Present.**

3 hr.; 3 cr. This course deals with the major political, social, economic, and ideological developments in European history, emphasizing: the impact of the French and Industrial Revolutions; liberalism,

nationalism, socialism, and feminism; the revolution of 1848; the unification of Italy and Germany; imperialism; the rise of communism, fascism, and Nazism; and the origins and impact of the two world wars. (WCGI) Fall, Spring

### **HIST 103, 103W. American History, 1607–1865.**

3 hr.; 3 cr. The United States from colonial times to the end of the Civil War. (USED) Fall, Spring

### **HIST 104, 104W. American History, 1865 to the Present.**

3 hr.; 3 cr. The United States from Reconstruction to the present time. (USED) Fall, Spring

### **HIST 105, 105W. History of Latin America to 1825.**

3 hr.; 3 cr. Survey of major developments from the era of colonization through the wars of independence. Fall

### **HIST 106, 106W. History of Latin America, 1825 to the Present.**

3 hr.; 3 cr. Survey from the wars of independence to the present; special attention to political concepts, foreign imperialism, social and economic problems. Spring

### **HIST 107. History of England to 1603.**

3 hr.; 3 cr. English political, religious, and social institutions from early times to the death of Elizabeth I. Fall

### **HIST 108. History of Great Britain since 1603.**

3 hr.; 3 cr. English history from the death of Elizabeth I to the present. Spring

### **HIST 109. Imperial Russia.**

3 hr.; 3 cr. In 1613 the Romanov dynasty, infamous for the absolutism of its rule, began with the election of Mikhail. This course will explore these curious foundations of the dynasty

## HISTORY

and the dramatic westernizing changes to it wrought in the eighteenth century by Peter the Great and Catherine the Great, the Great Reforms of the 1860s, the roots and nature of the monarchy's collapse in 1917, and the execution of the last Romanov tsar, Nicholas II, and fate of other "Whites." The course will also consider the intersections between political power and social structures and social mobility; arts, culture, and ideas; diplomacy, war, and military/police culture; law and institutions; and resistance to the regime. The multinational character of the Russian empire and the key role in its politics and economics of unfree labor will also be central themes. Fall, Spring

**HIST 110. Soviet Union** 3 hr.; 3 cr. The Soviet experiment from the Bolshevik coup in 1917 to the collapse of the Soviet empire in 1991. The course explores the circumstances leading to revolution; the revolution itself, including Leninism, the New Economic Policy, and the Civil War; the rise of Stalin and Stalinism; the Soviet experience of World War II; the development of the Soviet bloc and the Cold War; the "stagnation" years; and the collapse. Major themes of the course include the evolution of the world's first socialist experiment; the use of secret police, surveillance, and imprisonment as a political tool; social, cultural, and artistic developments and their relationship to the Soviet state; diplomacy, war, and the relationship of the Soviet Union to the world; Soviet nationalities policy and the roots of collapse; and the nature of "socialist" crime, law, and corruption. Fall, Spring

**HIST 111. History of Africa.** 3 hr.; 3 cr. Survey of African history south of the Sahara; emphasis on the rise and decline of medieval African kingdoms, the effects of the slave trade on the indigenous peoples, and the growth of African nationalism under colonial rule. Fall

**HIST 112. Introduction to East Asian History.** 3 hr.; 3 cr. A topical survey of the major characteristics of Chinese and Japanese civilizations.

**HIST 113. Introduction to Ancient History.** 3 hr.; 3 cr. A survey of the development of the ideas and institutions which comprised "Ancient Civilization" in the Ancient Near East, Egypt, Europe, Greece, Rome, Ancient China, and India. Fall, Spring

**HIST 114. History of the Jewish People I.** 3 hr.; 3 cr. The ancient period. Emphasis on the interpretation of literary and archaeological evidence in the light of modern scholarship. Fall

**HIST 115. History of the Jewish People II.** 3 hr.; 3 cr. The Jewish Middle Ages from the decline of the Palestinian center to the beginnings of civic emancipation (ca. 200 AD to 1789). Fall, Spring

**HIST 116. History of the Jewish People III.** 3 hr.; 3 cr. The varieties of the Jewish experience since 1789; religious and secular, political and cultural. Fall, Spring

**HIST 121. Introduction to Brazilian History.** 3 hr.; 3 cr. An introduction to Brazilian history, from first contact to the present. ††

**HIST 125. World Civilizations to 1715.** 3 hr.; 3 cr. A survey of the political, social, and cultural history of world civilizations to 1715.

**HIST 126. World Civilizations since 1715.** 3 hr.; 3 cr. A survey of the political, social, and cultural history of world civilizations from 1715 to the present.

**HIST 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a writing tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**HIST 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter

course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**HIST 140. China to 1500.** 3 hr.; 3 cr. Survey from earliest times to the eve of the first contacts with the West.

**HIST 141. China after 1500.** 3 hr.; 3 cr. The initial Western impact and China's response.

**HIST 142. History of Japan.** 3 hr.; 3 cr. The major cultural and political trends in Japan from the earliest times.

**HIST 144. Ancient India.** 3 hr.; 3 cr. Origins of South Asian civilization from prehistory to the beginnings of colonial rule in the eighteenth century. The development of religious systems like Hinduism and Buddhism, the arrival of Islam, the relations between different religious communities, and the creation of the first states and empires in South Asia.

**HIST 145. Modern India, Pakistan and Bangladesh.** 3 hr.; 3 cr. History of the Indian subcontinent in the nineteenth and twentieth centuries. The development of colonialism in India, anti-colonial movements, the partition of the subcontinent, the experience of women in colonial and post-colonial South Asia, the interplay between religion and national identity, and modern popular culture.

**HIST 146. The History of the Middle East: Eighteenth Century.** 3 hr.; 3 cr. A survey of the political, economic, cultural, and social history of the Middle East under the Ottoman Empire in the 18th century.

**HIST 147. The Modern Middle East: 1789–1923.** 3 hr.; 3 cr. A survey of the political, economic, cultural, and social history of the modern Middle East during the "long nineteenth century" of the Ottoman Empire.

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**HIST 148. Islamic Civilization: 600–1517.** 3 hr.; 3 cr. Introduction to the history of the Islamic conquest and expansion in the early Islamic period and the changes in Empire, from Spain to Iran, up through the Ottoman conquest of the Mamluk sultanate.

**HIST 149. Islamic Civilization: 1517–Present.** 3 hr.; 3 cr. Islamic history from the Ottoman conquest of Arab lands until the present day. Major themes will be the Ottoman Empire, European expansion into the Middle East, the Middle East during the World Wars, the Arab-Israeli conflicts, the Iran-Iraq war, and the current wars in Iraq and Afghanistan.

**HIST 150. Introduction to Byzantine Culture and Civilization.** 3 hr.; 3 cr. The political, social, and religious history of Byzantium and exploration of the contributions of Byzantine culture in the fields of religion, literature, art, architecture, and music.

**HIST 158. Topics in Premodern History.** 3 hr.; 3 cr. This course will provide an advanced examination of particular subjects pertaining to ancient history. May be repeated once if topic is different.

**HIST 159. Special Topics in Jewish History.** 3 hr.; 3 cr. Topic to be discussed varies and is announced in advance. May be repeated for credit provided the topic is different.

**HIST 161. Special Topics in Legal History (VT).** 3 hr.; 3 cr. This course examines trends in legal history that are not necessarily defined by region or time period, such as broader historical trends in human rights; privacy; crime and punishment; sex and gender; center and periphery; or property and the economy. May be repeated for credit if the topic is different.

**HIST 162. Topics in Gender History.** 3 hr.; 3 cr. This course will provide an advanced examination of particular subjects pertaining to gender history. May be repeated for credit provided the topic is different.

**HIST 160. Topics in Global History (VT).** 3 hr.; 3 cr. The historic development of nations, institutions within nations, social movements, and historic trends across national borders. Comparative history, international relationships, and cross-national influences will be considered. The course will focus on social institutions, political and social structures, governments, or nations on topics of world global history such as comparative world slavery and colonization and freedom struggles. May be repeated for credit provided the topic is different. (WCGI)

**HIST 163,163H. Topics in US History (VT).** 3 hr.; 3 cr. Social groups and their institutions and culture in the broad sense of how people lived, thought, and their beliefs and values. The course will emphasize the interaction of classes, ethnic, and religious groups within a particular society or societies. Attention will be paid to differences between social history and other kinds of history focusing on the people: the assembly, the army, the congregation, the social activities, and social movements arising from the people; how the knowledge of their experiences inform the inquiry into broad issues such as social inequality, the construction of nations and citizens, ongoing struggles over rights; and the formation of personal and group identities. The course will also explore collective values and expectations of certain historical populations and how these values and expectations changed over time. May be repeated for credit provided the topic is different. (SS, US)

**HIST 164. Topics in European History (VT).** 3 hr.; 3 cr. Social groups and their institutions, and culture in the broad sense of how people lived, thought, and their beliefs and values. The course will emphasize the interaction of classes, ethnic, and religious groups within a particular society or societies. Attention will be paid to differences between social history and other kinds of history focusing on the people—the assembly, the army, the congregation, the social activities, and social movements arising from the people, how the

knowledge of their experiences informs the inquiry into broad issues, such as social inequality, the construction of nations and citizens, ongoing struggles over rights, and the formation of personal and group identities. The course will also explore collective values and expectations of certain historical populations and how these values and expectations changed over time. May be repeated for credit provided the topic is different. (SS, ET)

**HIST 166. History and Memory (VT).** 3 hr.; 3 cr. How history is remembered and how the memory of history contributes to and differs from the writing of history. The course will explore how historic events are commemorated and what this tells us about the values and beliefs of those commemorating, how different cultures and groups remember history, and the role that institutionalized social structures play in the remembrance of history. Attention will be paid to the nature of the discipline of history and the role historic memory and oral history play in the discipline. Topic will be announced at registration time. May be repeated for credit provided the topic is different. (IS)

**HIST 168. History and Memory: United States (VT).** 3 hr.; 3 cr. How history is remembered and how the memory of history contributes to and differs from the writing of history. Attention will be paid to how historic events are commemorated and what this tells us about the values and beliefs of those commemorating. The course will explore how different cultures and groups remember history and the role that institutionalized social structures play in the remembrance of history. Attention will also be paid to the nature of the discipline of history and the role historic memory and oral history play in the discipline. Topic will be announced at registration time. May be repeated for credit provided the topic is different. (CV, US)

**HIST 169. History and Memory: Europe (VT).** 3 hr.; 3 cr. How history is remembered and how the memory of history contributes to and differs from the writing of history. The course will explore how historic

## HISTORY

events are commemorated and what this tells us about the values and beliefs of those commemorating, how different cultures and groups remember history, and the role that institutionalized social structures play in the remembrance of history. Attention will be paid to the nature of the discipline of history and the role historic memory and oral history play in the discipline. Topic will be announced at registration time. May be repeated for credit provided the topic is different. (CV, ET)

### **HIST 186. Introduction to Legal History.**

3 hr.; 3 cr. Introduction to the ways the law and legal documents, such as court proceedings or speeches, legislative processes, and criminal activity and police archives, among other primary sources, may be used by historians to understand broader trends in society, culture, and political life.

**HIST 190. Writing and History.** 3 hr.; 3 cr. Prereq.: ENGL 110. HIST 190 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of History with special attention paid to problems of evidence, argument, and authority. Concentrating on one historical theme, students consider a discrete set of primary and secondary sources and practice analyzing sources and constructing arguments in clear, correct, and formal academic prose. (EC2)

**HIST 200, 200W. VT: Selected Studies in History.** 3 hr.; 3 cr. Topic to be discussed varies and is announced in advance. May be repeated for credit provided the topic is different. Fall, Spring

**HIST 203. Ivan the Terrible.** 3 hr.; 3 cr. Introduction to medieval and early modern Russia with a focus on Ivan the Terrible.

**HIST 204. The Ancient Near East and Egypt.** 3 hr.; 3 cr. The civilizations of the ancient Near East in three parts: Mesopotamia, Egypt, and the Levant. Includes the following common themes: relationship

between religion and politics, the nature and importance of literacy, the public role of the military, and the evolution of law.

**HIST 205. Ancient Greece.** 3 hr.; 3 cr. The evolution of Greek society from the Bronze Age of the Trojan War through the Archaic and Classical periods, including the development of democracy in Athens, the geopolitics of the war between Sparta and the Athenian Empire, and the political significance of new literary genres, such as epic poetry, historiography, and comedy.

**HIST 206. From Alexander to Caesar.** 3 hr.; 3 cr. Political and cultural developments across the Mediterranean in the fourth through first centuries, BCE, including the conquests of Alexander the Great and his successors in the East, the rise of the Roman Republic in the West, and the emergence of a cosmopolitan, Hellenistic culture between the two, ending with the assassination of Julius Caesar in 44 BCE.

**HIST 208. Roman Empire.** 3 hr.; 3 cr. The fall of the Roman Republic and the establishment of a monarchy under Augustus. Themes include the concentration of power in an imperial court, the growth and contraction of the empire over time, and social and cultural developments in both Italy and its provinces, ending with the foundation of Constantinople in 330 CE.

**HIST 209. The Byzantine Empire, 324–1025.** 3 hr.; 3 cr. The history of the Byzantine Empire to the end of the Golden Age; the founding of Constantinople; the transfer of the Imperial Capital to the East; Christianization of the Empire; barbarian invasions; wars with the Persians and the Arabs; expansion and cultural renaissance.

**HIST 210. The Byzantine Empire, 1025–1453.** 3 hr.; 3 cr. From the Empire's apogee to its fall: the Crusades and the dismemberment of the Empire; last recovery; conquest by the Ottoman Turks.

**HIST 211. History of Christianity.** 3 hr.; 3 cr. A survey of the history of Christianity from its origins to the present, primarily in Europe, and with attention to its interaction with state, society, and civilization.

**HIST 212. Europe in the Middle Ages.** 3 hr.; 3 cr. Europe from the end of the ancient world through the late Middle Ages. Fall, Spring

**HIST 213. An Intellectual History of the Renaissance.** 3 hr.; 3 cr. An analysis of the views on human nature and society by such major Renaissance thinkers as Petrarch, Pico, More, Erasmus, Machiavelli, and Montaigne.

**HIST 215. Europe in the Age of Reformation, 1517–1648.** 3 hr.; 3 cr. The growth of religious unrest, the Protestant Reformation, the Catholic or Counter-Reformation, and the wars of religion, to the Peace of Westphalia.

**HIST 216, 216W. The Old Regime: European Society and States.** 3 hr.; 3 cr. The political, social, economic, and intellectual structures of Europe and their transformation from the late seventeenth century to the end of the eighteenth century (1789). Fall

**HIST 217, 217W. The French Revolution.** 3 hr.; 3 cr. The causes and unfolding of the French Revolution, its impact on France and Europe during the years of revolution and war, 1789–1815. Spring

**HIST 218. Nineteenth-Century Europe.** 3 hr.; 3 cr. This course focuses on domestic developments and international relations that shaped European history during the nineteenth century.

**HIST 222. Europe since 1945.** 3 hr.; 3 cr. Western European recovery; the East European revolutions and the development of communist regimes; the Cold War and nuclear armament; the problems stemming from the end of colonial empires, population increase, and economic development. Fall, Spring



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**HIST 225. England under the Tudors and Stuarts.** 3 hr.; 3 cr. Selected topics in the history of England during the Tudor and Stuart periods.

**HIST 227. Victorian England, 1815–1901.** 3 hr.; 3 cr. The impact of industrialization, changing attitudes toward the state, the individual, poverty, morality, the family and the church, the emergence of new classes, new parties, and new social ethic.

**HIST 228. Twentieth-Century Britain.** 3 hr.; 3 cr. The Labor Party and the Welfare State, the decline of the Liberals, the economy and the Empire, the impact of war, “appeasement,” party politics, the Irish question, and the women’s movement.

**HIST 229. Politics and Religion in Early Modern England and Ireland.** 3 hr.; 3 cr. Exploration of the major religious, political, cultural, and intellectual developments that took place in England and Ireland over the course of the sixteenth and seventeenth centuries. Students will become acquainted with literature and religion as they reflected and shaped historical developments and will also come to engage critically with the past through close readings of primary sources and other documents. (LIT)

**HIST 230. Ireland from the Norman Conquest to 1690.** 3 hr.; 3 cr. An investigation of Celtic culture and its near destruction by the English in the sixteenth and seventeenth centuries. Fall

**HIST 231. Ireland since 1690.** 3 hr.; 3 cr. A study of Irish nationalism from the Battle of the Boyne to the present troubles in the north. Spring

**HIST 232. France since 1815.** 3 hr.; 3 cr. The history of France from the Battle of Waterloo to the present.††

**HIST 233. History of Modern Italy.** 3 hr.; 3 cr. Italy from the rise of national consciousness in the 18th century to the republic. Emphasis on unification, the Liberal State, and the Fascist era. Topics include

programs for state formation, domestic and foreign policies, social, cultural, and economic development, the Southern Question, immigration, Fascism, World War II, and the origins of the republic.

**HIST 236. Germany from 1870 to the Present.** 3 hr.; 3 cr. Emphasis on Germany in world politics, industrial transformation and social change, the nature and origins of National Socialism, and the development of East and West Germany since 1945.

**HIST 237. Eastern Europe to the World Wars.** 3 hr.; 3 cr. Exploration of the history of the peoples, states, and societies in Eastern Europe from the early modern period to World War II. Specific focus will be given to the cultures, religions, and national identities of the peoples who inhabited the territories of present-day Poland, Ukraine, Lithuania, and Belarus, including the prominent Jewish minority of Eastern Europe.

**HIST 238. Eastern Europe under Communist Rule.** 3 hr.; 3 cr. An examination of the approximately 40-year era of Communist domination of Eastern Europe, focusing on the means by which Communist regimes were established, their sources of strength and legitimacy, their strategies of rule, and their weaknesses leading to their collapse in 1989–90.

**HIST 239. History of Southeastern Europe, 1354–1804.** 3 hr.; 3 cr. Institutions, politics, economy, society, and culture of Southeastern Europe under Ottoman rule.

**HIST 240. History of Southeastern Europe, 1804 to the Present.** 3 hr.; 3 cr. The rise of nationalism, the dissolution of the Ottoman empire, and the formation of the southeastern European states.

**HIST 241. Modern Greek History, 1821–1923.** 3 hr.; 3 cr. The formation of the modern Greek state: politics, economy, society; nationalism and the international relations of Greece.

**HIST 242. Modern Greek History, 1923 to the Present.** 3 hr.; 3 cr. Political, social, economic, and intellectual development in post-1923 Greece, as well as the Greek state in world politics.

**HIST 249. American Jewish History until 1945.** 3 hr.; 3 cr. This course will examine the evolution of American Jewish life and Judaism from seventeenth-century origins to 1945. Topics will include waves of Jewish immigration; institution and community building; emergence of new forms of Judaism and of Jewish identity; Jewish/non-Jewish interactions; American Jewish culture; Jews in politics and society.

**HIST 251. The Jews in Medieval Christendom.** 3 hr.; 3 cr. A study of medieval Jewish life in the Roman Catholic world. Attention will focus on the development of northern European Jewry, its alliance with the political powers, its communal organization, and its religious and intellectual vitality.

**HIST 252. Medieval Spanish Jewry.** 3 hr.; 3 cr. A study of the large and important Spanish Jewish community from its roots in the Roman world through its status under Christian rule, Muslim domination, and renewed Christian control. The pattern of development of the community will be studied, followed by an analysis of its eventual decline and expulsion in 1492.

**HIST 253. The Jews in Early Modern Europe.** 3 hr.; 3 cr. Analysis of the reestablishment of Jewish communities in western Europe during the sixteenth and seventeenth centuries, followed by consideration of the broad societal changes that resulted in the emancipation and modernization of western European Jewry.

**HIST 254. The Jews in Eastern Europe.** 3 hr.; 3 cr. The history of medieval eastern-European Jewry, from the thirteenth century on, followed by consideration of the early modern period, including the persecutions of 1648–49, the effort at rebuilding Jewish life, and the development of Hasidism. The course will conclude with the rapid modernization of the late nineteenth century.

## HISTORY

**HIST 255. Transformational Moments in the Arab/Israeli Conflict VT.** 3 lec.; 3 cr. An introduction to past conflicts and negotiations between Arabs and Israelis, including extensive simulative, experiential exercises that encourage new perspectives on ethnicity, religion, political leaning, and national identity. This course involves interaction with Israeli, Palestinian, and American negotiators and government officials, as well as artists in a wide variety of media. (IS)

**HIST 256. History of Modern Israel.** 3 hr.; 3 cr. The history of Israel from the founding of the state to the present; emphasis on the circumstances leading to the establishment of the Jewish state and on the domestic and foreign policy of Israel.

**HIST 257. History and Culture of the Bukharian Jews.** 3 hr.; 3 cr. An overview of the origins and history of the Jewish population in Central Asia, paying special attention to the period beginning with the Russian conquest of the region in 1865 and continuing to the migration from the former Soviet Union in recent years and the subsequent establishment of new communities in Israel and the U.S.

**HIST 258. Colonial History of America.** 3 hr.; 3 cr. The English colonies in North America from the first discoveries to 1763; the European background; early settlement and expansion; colonial institutions; and the development of English colonial policy.

**HIST 259. The American Revolution and the Foundation of the Republic, 1763–1800.** 3 hr.; 3 cr. The American Revolution, the establishment of the federal union, and the formation of political parties in the 1790s.

**HIST 260. The New Nation, 1800–1850.** 3 hr.; 3 cr. Selected topics from among the following: the administrations of Jefferson and Madison, the War of 1812, the Era of Good Feelings, Western Expansion, and Jacksonian Democracy.

**HIST 262. Civil War and Reconstruction.** 3 hr.; 3 cr. The origins of the Civil War; the antebellum south, north, and midwest; secession and conflict; the aftermath and Reconstruction. Fall, Spring

**HIST 263. Urban-Industrial America, 1878–1920.** 3 hr.; 3 cr. Selected topics from among the following: industrial capitalism, the transformation of agriculture, urbanization and its effects, the labor movement, African-American movements, the Progressive Movement, the Spanish-American War, and World War I.

**HIST 265, 265W. The United States, 1920–1945: Prosperity and Depression, New Deal, and World War II.** 3 hr.; 3 cr. The effects of World War I, the political and social developments of the 1920s, the Great Depression, the New Deal, and World War II.

**HIST 266, 266W. Contemporary America: 1945 to the Present.** 3 hr.; 3 cr. Political, economic, and social developments of post-World War II years. Fall, Spring

**HIST 267. Diplomatic History of the United States: From the Revolutionary Period to the End of the Twentieth Century.** 3 hr.; 3 cr. Selected topics in diplomatic history. Topics may be restricted to single periods (e.g., the Civil War, Cold War) or developments over longer periods of time (e.g., 19th century, 20th century). Course may be repeated once if the topic is different.

**HIST 270. History of Women in the United States, Colonial to 1880.** 3 hr.; 3 cr. A study of women in the colonies, the young republic, the Jacksonian period, the Civil War, and Reconstruction. Includes women's role in Westward Expansion and the origins of the Women's Rights Movement.

**HIST 271, 271W. History of Women in the United States, 1880 to the Present.** 3 hr.; 3 cr. A study of women in the late-19th-century era of rapid industrialization and large-scale immigration and in 20th-century reform movements. Analysis of women in

the work force and in the home. Includes the post-World War II feminist movement and women's issues of the 1980s and 1990s.

**HIST 272. History of the Family in the United States.** 3 hr.; 3 cr. History of the family in the United States from the colonial period to the present.

**HIST 273. American Labor History to World War I.** 3 hr.; 3 cr. The development of the labor movement, its ideology and its relation to social movements and to the economic structure of society, from Jeffersonian America to the First World War.

**HIST 274. American Labor History from World War I to the Present.** 3 hr.; 3 cr. The history of work, workers, and the union movement from the early twentieth century to the present. Topics include scientific management, mass production, the rise of the AFL and challenges to it, labor radicalism, New Deal labor reforms, racial and sexual discrimination, union politics, the changing working-class standard of living, and the decline of unionism during the 1980s and 1990s.

**HIST 275. Business in American Life.** 3 hr.; 3 cr. A survey of major developments in the history of businessmen, firms, and organizations from colonial history to the present. Emphasis is placed on the relation between the business sector and other elements of American society.

**HIST 276, 276W. The Immigrant in American History.** 3 hr.; 3 cr. The history of immigration to the United States from the first European settlers through recent times. The course highlights social, ethnic, racial, generational, and other conflicts both within and between various groups, with an emphasis on the cultural dimensions of ethnicity and assimilation.

**HIST 277. Afro-American History I.** 3 hr.; 3 cr. A survey of African-American life and history in the United States up to 1896. Fall

## HISTORY

**HIST 278. Afro-American History II.** 3 hr.; 3 cr. The role of the African-American people in the economic, political, and social development of the United States since 1896. Spring

**HIST 279. The History of Asian American Communities.** 3 hr.; 3 cr. An overview of historical and contemporary Asian American communities, the formation of an Asian American identity around common cultural elements and social issues, and the role of Asian Americans as members of multicultural America.

**HIST 280W. Film Aesthetics and History** 3 hr.; 3 cr. Prereq: ENGL 110. Examination of film as a medium that has documented, and that has itself been part of some of the major social, cultural, and political transformations of the late nineteenth and twentieth centuries. With an equal emphasis on film analysis *and* history, the course begins with the birth of the medium in 1895 and its immediate challenge to the dominant Victorian ideology of both Europe and the United States. Later historical topics—all examined through the lens of cinema—include WWI and the Russian Revolution, Germany between the World Wars, the Great Depression, and post-WWII U.S. domestic policy.

**HIST 284. History of New York State.** 3 hr.; 3 cr. From its beginnings as a Dutch colony to the present. Special attention to original materials, biographers, diaries, and travels that describe New York from generation to generation. Fall

**HIST 285. History of the City of New York.** 3 hr.; 3 cr. From frontier settlement to world metropolis. Special attention to original materials, letters, diaries, official records, and other primary sources. Spring

**HIST 286. Law, Crime, and Society in the Ancient World (VT).** 3 hr.; 3 cr. Exploration of trials and other legal case studies in Greece, Rome, the Near East, and other premodern societies. Some topics may include trials related to treason (such as

the case of Socrates); corruption (e.g., Julius Caesar); prostitution and sex work; murder; theft; enslavement and manumission; citizenship and immigration; and libel. May be repeated for credit if the topic is different.

**HIST 287. Law, Crime, and Society in European History (VT).** 3 hr.; 3 cr. Exploration of trials and other legal case studies in early modern and modern European history. Some topics may include developments in the way crime and criminal activity was perceived, transformations in criminal justice, and the origins of the modern prison system. May be repeated for credit if the topic is different.

**HIST 288. Law, Crime, and Society in U.S. History (VT).** 3 hr.; 3 cr. Exploration of trials and other legal case studies in U.S. history. Some topics may include the roles of the courts, Congress, the executive branch, and the Constitution in the enactment of law as well as the law's impact on individuals' rights. May be repeated for credit if the topic is different.

**HIST 289. Law, Crime, and Society in the Non-Western World (VT).** 3 hr.; 3 cr. Exploration of trials and other legal case studies in non-Western history. Some topics may include *caudillismo* and banditry; the urban “underworld”; the growth of legal medicine; scientific criminology and eugenics; the rise of military governments in the twentieth century; organized crime; transitional justice and the contemporary question of the rule of law. May be repeated for credit if the topic is different.

**HIST 290. Law, Crime, and Society in Jewish History (VT).** 3 hr.; 3 cr. Exploration of trials and other legal case studies in Jewish history. Some topics may include the theoretical status of Jewish law within the surrounding state system, the Jewish communal institutions through which Jewish legal norms were administered, and the challenges the Jewish legal system faced in an environment characterized by legal pluralism. May be repeated for credit if the topic is different.

**HIST 291. The Emergence of Science in Antiquity and the Middle Ages.** 3 hr.; 3 cr. The emergence of a recognizable science and technology in primitive societies; ancient Babylonian, Egyptian, and Greek science, with emphasis on ancient medicine; the foundations of modern science in the Middle Ages.

**HIST 292. The Rise of Modern Science.** 3 hr.; 3 cr. The scientific revolution of the seventeenth century, concentrating on the astronomical work of Copernicus, Kepler, Galileo, and Newton; Darwinian evolution; the conquest of epidemic diseases; the development of nuclear weapons.

**HIST 294. Topics in Brazilian History.** 3 hr.; 3 cr. An intermediate-level course on Brazilian history from the 16th to the 21st centuries, with an emphasis on both the country's history and how that history has been preserved and analyzed.

**HIST 295. Sephardic Jewish History.** 3 hr.; 3 cr. Sephardic Jewish history from 1492 to modern times.

**HIST 297. History of Italians in America.** 3 hr.; 3 cr. Historical experience of Italians in the United States from the mass migration in the late 19th and early 20th century to the present.

**HIST 298. Women, Gender, and Sexuality in Islam.** 3 hr.; 3 cr. History of women, gender, and sexuality in Islam from early Islamic history to the modern period.

**HIST 299. The Vietnam War and America.** 3 hr.; 3 cr. A historical examination of how, and why, the United States became involved in Vietnam during the second half of the twentieth century. Examines American foreign policy in Vietnam, the domestic impact of the war, movements against the war, and how race, class, and gender informed the composition of the armed forces, as well as larger questions related to issues such as nationalism, patriotism, dissent, and power.

## HISTORY

**HIST 302. Studies in European Intellectual History.** 3 hr.; 3 cr. This course focuses on the major ideas and selective thinkers of European history in specific periods within the broad range from the twentieth century, e.g., Renaissance humanism, the Enlightenment, nineteenth-century liberalism, socialism, and feminism. May be repeated once if topic is different.

**HIST 303. Studies in the Italian Renaissance, 1300–1600.** 3 hr.; 3 cr. A study of Italian Renaissance civilization including artistic, political, and intellectual developments.

**HIST 304. Northern Ireland Since 1968.** 3 hr.; 3 cr. Examination of the conflict in Northern Ireland from the start of the Civil Rights Movement, through the war, peace negotiations, and power sharing of Catholics and Protestants in the current government. The armed struggle among official state forces and paramilitary groups from both Protestant and Catholic communities will be studied alongside the efforts of the various political parties to negotiate, share power, and recognize the civil rights of all.

**HIST 305. The Industrial Revolution.** 3 hr.; 3 cr. The origins of the Industrial Revolution in Great Britain, the social impact of industrialization upon contemporaries, and the different patterns of industrialization in France, Germany, Russia, and the United States.

**HIST 308. Women, Sex, and Gender in Modern Europe.** 3 hr.; 3 cr. This course puts gender at the heart of the story of Europe since the 18th century. It explores the history of marriage; women and work; changing notions of femininity and masculinity; reproduction, motherhood, and sexuality; and gender and politics, including women's suffrage, revolutions, and fascism.

**HIST 309. Genocide in Modern History.** 3 hr.; 3 cr. Exploration of the emergence, evolution and causes of genocide in the twentieth century. By studying

the origin of the legal term and its contested nature, the course will focus on manifestations of colonial genocide, the mass murder of the Armenian people, the Nazi Holocaust of the Jews and the mass murder of the Sinti and Roma (Gypsies), mass crimes perpetrated by the Soviet regime, the Communist-induced genocide in Cambodia, “ethnic cleansing” in the former Yugoslavia, and the genocide in Rwanda.

**HIST 310. Fascism, Nazism, and Stalinism.** 3 hr.; 3 cr. A comparative historical analysis of three totalitarian systems with attention to their genesis, ideology, techniques of repression and terror, and foreign policies.

**HIST 311. Jewish Society in Islamic Lands, 632-1517.** 3 hr.; 3 cr. Exploration of the political, cultural and religious history of Jews in the Islamic world from the rise of Islam to the 16th century. Topics to be covered include the historical relationship between Judaism and Islam, the organization and structure of the Jewish community and developments in Jewish law, philosophy, religious writing, and literature. Particular attention will be given to points of contact between the two societies and the ways in which the Jewish experience was shaped by the surrounding Islamic environment.

**HIST 312. The Holocaust.** 3 hr.; 3 cr. Centered on the Nazi attempt to exterminate the Jewish population of Europe, the course covers the background of German-Jewish relations, the Nazi movement, Nazi measures against the Jews culminating in the death camps, and the Jewish response. Supplemented by documentary films.

**HIST 313. The First World War.** 3 hr.; 3 cr. The development of the First World War from its origins to its impact on Europe, the United States, and the world. Military, social, cultural, and political dimensions will be explored.

**HIST 314. The Second World War.** 3 hr.; 3 cr. Outbreak of war; Blitzkrieg; Battle of Britain and the invasion of Russia; Pearl Harbor and the war in Asia; the Resistance and Holocaust; the search for peace.

**HIST 315. War and Society.** 3 hr.; 3 cr. How war impacts the cultures, norms, and structures of society, and how the culture, norms, and structures of society impact war.

**HIST 329. Civil Rights Movement.** This course will survey the modern civil rights movement in the U.S. from World War II until the mid-1970s. Subjects will include the origins of the civil rights movement, its major victories, and its shortcomings, as well as the struggle for desegregation, voting rights, and economic assistance. How variables of race, class, and gender informed the evolution of the movement in the North and the South, and how the movement transformed the cultural and political landscape will also be examined.

**HIST 332. Colonialism and Culture.** 3 hr.; 3 cr. How European colonial powers in Africa and Asia used the idea of culture as a means of legitimizing colonial authority. It will explore the role of religion in society, women's status, and the impetus behind the civilizing mission. These themes, together with the narrative of colonial rule, will provide a broader understanding of colonialism and its impact on societies.

**HIST 333. Subversion and Terrorism in the Modern World.** 3 hr.; 3 cr. An analysis of the role of intelligence, subversion, and armed resistance in modern politics. The use of institutional violence, either physical or mental, by governments or rebels to effect or prevent political changes. Also the development of “people's war” and “revolutionary warfare.”

**HIST 334. Cannibals and Colonialism: Race, Violence, and Anthropology.** 3 hr.; 3 cr. Investigations into colonial encounters between differently racialized groups of people: savages, aborigines, natives, and whites.

## HISTORY

### **HIST 335. Sex, Society, and Indian Cinema.**

3 hr.; 3 cr. Examinations of the relationship between modern Indian society and Indian cinema through the lenses of gender and sexuality.

### **HIST 336. Women and Gender in Jewish History.**

3 hr.; 3 cr. The lives of Jewish women from the Middle Ages to the establishment of the State of Israel in different Jewish communities in Western Europe, East and Central Europe, and the United States.

**HIST 338. History of Zionism.** 3 hr.; 3 cr. A study of the emergence of the Zionist movement and its impact on the creation of the State of Israel. The political, cultural, and religious aspects of Zionism will be analyzed.

### **HIST 340. American Constitutional History to 1865.**

3 hr.; 3 cr. The history of the Constitution of the United States, its sources in the colonial era, and its evolution through decisions of the Supreme Court and constitutional controversies through the Civil War. Fall

### **HIST 341. American Constitutional History since 1865.**

3 hr.; 3 cr. The continuing evolution of the Constitution since the Civil War and Reconstruction, changing conceptions of the federal system and rights guaranteed by organic law. Spring

### **HIST 342. African-American Women's History.**

3 hr.; 3 cr. African-American women's history from slavery to the present. It will examine changes in labor patterns, family relations, political and social movements, sexuality and reproduction, and black feminism. The course will focus on specific themes that illuminate the changing context in which African-American women lived and worked, and their attempts at resistance and self-definition.

### **HIST 343. History of the American City.**

3 hr.; 3 cr. Studies in the intellectual, social, technological, and demographic forces that have determined the growth of American cities.

### **HIST 344. History of Global Cities.**

3 hr.; 3 cr. Explores how urbanism has taken shape in the world's cities, with a strong emphasis on places outside the United States from the nineteenth century to the present. Examines the history, culture, and politics of cities as well as the process of globalization that joins cities and urban dwellers in translocal networks and flows that extend across a wide geographic space.

### **HIST 345. Race, Gender, and Poverty in Twentieth-Century America.**

3 hr.; 3 cr. The way race and gender shaped who the poor were, how poverty and related social problems were perceived, and the struggles against poverty from the Gilded Age to the 1980s. Topics include the different notions of motherhood for black and white women, the influence of class, culture, and race in the development of the welfare state in the 1930s and 1960s, and changing strategies to combat or alleviate poverty.

### **HIST 346. Special Topics in Military History.**

3 hr.; 3 cr. Selected topics in military history, such as Race and Gender in Military History, Militarism, and Ethics of War.

### **HIST 347. American Military History.**

3 hr.; 3 cr. The development of American military institutions from Jamestown to the present.††

### **HIST 348. History of the Borough of Queens.**

3 hr.; 3 cr. This course is devoted to the historical development of Queens, colonial times to the present. Each student must have a 3.0 grade-point average and will conduct an original investigation and submit a substantial documented report.

### **HIST 349. The Jews of Russia and the Soviet Union.**

3 hr.; 3 cr. The history and culture of Russian Jews from 1881 to the collapse of the Soviet Union in 1991.

### **HIST 350. Studies in American and Social Intellectual History.**

3 hr.; 3 cr. Selected topics in American intellectual and social history will be explored historically. The cultural connections between ideas and society will be examined. May be repeated once if topic is different.

### **HIST 351. The American West.**

3 hr.; 3 cr. A study of the settlement, development, and impact of the American West. Explores the mythology of the American West in history and popular literature.

### **HIST 352. History of the Celtic World.**

3 hr.; 3 cr. History, literature, and culture of the Celtic world from the first millennium B.C. through early modern times.

### **HIST 355. The History of Puerto Rico.**

3 hr.; 3 cr. A survey of Puerto Rican history from pre-Columbian times to the present.

### **HIST 356. History of the Spanish Caribbean: Puerto Rico, Cuba, and the Dominican Republic.**

3 hr.; 3 cr. The social, cultural, and intellectual history of the Spanish Caribbean with particular attention to the transnational links between the islands, Spain, and the United States.

### **HIST 360. South Asian Diaspora.**

3 hr.; 3 cr. The establishment of South Asian communities worldwide from the nineteenth century until the present as an important part of the social, political, and economic landscape of twentieth-century transnational culture. Conditions of migration, patterns of settlement, and the terms of community as they developed over a century will be studied.

### **HIST 361. India and Great Britain: Gender, Nation, Empire.**

3 hr.; 3 cr. The relationship between India and Great Britain from the eighteenth century to the present. Topics include women and culture, social reform and nationalism, the civilizing mission, and women's role in the policies and ideology of

imperialism. We will examine how domestic politics in Britain and debates in India were integral parts of the formation of British and Indian national culture.

**HIST 370, 370W. Film and History.** 3 or 4 hr.; 3 cr. Selected topics to show the representation of history through film and the impact of film on history. Subjects may vary. May be repeated once if the subject is different.

**HIST 387. Internship in History.** A minimum of 6 hr. per week; 3 cr. Prereq.: Permission of the department. This course enables history majors to earn a maximum of three credit hours for a faculty-supervised internship directly related to history or the collection and preservation of historical materials. Typically, an internship will involve work at a local archive, library, museum, historical site, or other appropriate organization. The purpose of the internship is to provide students field experience with historical materials. The student must devise a program of internship work in consultation with a faculty sponsor and a representative of the host organization. The student will prepare and present interim reports as well as a substantive final report as requested. Internship projects are subject to approval by the faculty sponsor, and only one can be counted toward fulfillment of the history major.

**HIST 388. Oral History: Methods and Applications.** Introduces the best methods and practices in conducting oral history projects. Students will gain experience in creating interviews that will be preserved and collected for use by later generations of researchers. May be repeated for credit if the topic is different.

**HIST 391W VT. History and Literature.** 3 hr.; 3 cr. Prereq.: Junior or senior standing and completion of the RL and SS general education perspectives areas. An interdisciplinary variable topics course in which the topic is explored from the perspectives of the disciplines of literature and history. The underlying connections

and interplay between history and literature will be examined.

**HIST 392W. Colloquium.** 3 hr.; 3 cr., or 4 hr.; 4 cr. Prereq.: Open to students with at least 18 credits in history or by special permission of the department. An intensive study in a selected field of history. The subject to be studied will vary from semester to semester and will be announced in advance. May be repeated for credit provided the subject is different. Fall, Spring

**HIST 393. Tutorial.** 393.1–393.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. Students undertake and complete an individual research problem in their field of special interest under the direction of an instructor in the History Department. May be repeated up to a total of six credits in the HIST 393.1–393.3 series provided the subject is different. Fall, Spring

**HIST 394. Seminar in History.** 3 hr.; 3 cr. An intensive study in a selected field of history. The subject to be studied will vary from semester to semester and will be announced in advance. This seminar may be repeated for credit provided the subject is different. Fall, Spring

**HIST 395W. Research and Writing Tutorial.** 3 hr.; 3 cr. Students undertake and complete a full-length individual research paper on a historical topic under the direction of a full-time member of the History Department faculty. Students will learn research methods, the craft of historical writing, and in-depth knowledge of the subject studied. May not be repeated for credit.

## Honors Programs at Queens College

Queens College has a long tradition in honors education with programs rich in academic challenge and reward. The honors programs provide opportunities for advanced research, faculty mentorship, and special, individualized advisement. They also provide interdisciplinary studies that encourage students to forge connections among the concepts and ideas introduced in various disciplines and help them broaden their perspectives on their education and the world.

**Divisional Honors Programs** are interdisciplinary in approach, provide students with close mentoring relationships with research faculty, and enable them to conduct high-level research projects, frequently of their own design.

## Macaulay Honors College at Queens College

*Director:* Ross Wheeler

*Advisors:* Leora Tanzman, Laura Weinstein

*Office:* Honors Hall 19, 718-997-3180

*Secretary:* Wilma Hernandez

The Macaulay Honors College at Queens College (MHC) provides outstanding students with unique and challenging learning experiences, including study abroad, internships, and four interdisciplinary seminars designed to enhance their understanding of the people and institutions of New York City. Students take one of the required seminars during the first four semesters of college study and then, during their junior and senior years, take additional honors coursework in their major or in such programs as

## MACAULAY HONORS COLLEGE

Honors in the Humanities, Honors in the Mathematical and Natural Sciences, Honors in the Social Sciences, or Business in the Liberal Arts. The four required seminars satisfy the following QC Core requirements: Creative Expression (CS), Individual and Society (IS), United States Experience in its Diversity (USED) and Scientific World. (SW)

### COURSES

#### **HNRS 101. Freshman Honors Colloquium.**

1 hr.; 1 cr. Prereq.: Permission of the director. A weekly seminar to introduce first-year honors students to the college's resources and opportunities. Discussion topics help students explore their academic and career interests and to plan out their four-year academic journey. Students are required to participate in discussions, develop short responses, and write two papers during the semester.

#### **HNRS 125. The Arts in New York City.** 3 hr.; 3 cr.

Prereq.: Student must be in the CUNY Honors College at Queens College. New York City is a center for the fine and performing arts. Students attend performances and exhibits and are provided with behind-the-scenes access to arts institutions and their personnel. To enhance their appreciation of the arts, students investigate the biographical, social, historical, and artistic contexts of cultural works and participate in a cross-campus project that culminates in a public presentation. (CE)

#### **HNRS 126W. The Peopling of New York.**

3 hr.; 3 cr. Prereq.: HNRS 125 and student must be in the Macaulay Honors College at Queens College. The role of immigration and migration in shaping the past, present, and future identity of New York City. Topics include the ways religion, race, ethnicity, and gender influence immigrant experiences; the formation and social organization of various communities; and the impact of newcomers on urban culture and politics. Students will work in teams to conduct research on specific communities and subcultures. (USED)

#### **HNRS 135W. Writing Workshop.** 1 hr.; 1 cr.

A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

#### **HNRS 225. Science and Technology in**

**New York City.** 3 hr.; 3 cr. Prereq.: HNRS 126W and student must be in the CUNY Honors College at Queens College. Major scientific concepts and their relationship to technological developments that affect New York City. Topics vary according to the scientific expertise of the instructor and may include the following: genetic engineering, ecological determinants, energy issues, and AIDS or other diseases. Students will read scientific literature and learn the fundamentals of science necessary to understand the readings. Attention will also be given to the historical, ethical, legal, social, and economic ramifications of a topic. Students will engage in scientific inquiry by working in teams to ask and answer questions relevant to the topic and their lives. (SW, SCI)

#### **HNRS 226. Shaping the Future of New York**

**City.** 3 hr.; 3 cr. Prereq.: HNRS 225 and student must be in the CUNY Honors College at Queens College. Investigation of the formal and informal institutions and forces that underlie decision-making about the planning and policy issues relevant to the present, past, and future of New York City. Attention will be given to key historical junctures, agents of change, and inequalities of power. Students will do research projects using both qualitative and quantitative primary sources and will present their research publicly. (IS)

#### **HNRS 202. Career Exploration Colloquium.** 1 hr.;

1 cr. This 1-credit colloquium is designed to help honors students develop and solidify their career plans—explor-

ing job prospects within key sectors of industry, devising strategies to find opportunities and build professional networks, applying for internships, and building practical skills like tailoring resumes and cover letters, preparing for job interviews, and developing soft skills to navigate today's workplaces. The course will focus explicitly on how students' values and interests can be reflected in their career choices. Making the world of work more familiar and approachable, the course is also geared toward relieving anxieties related to career planning and performance.

#### **HNRS 325. Junior Seminar I.** 3 hr.; 3 cr. Prereq.:

HNRS 226 and student must be in the Macaulay Honors College at Queens College, or permission of the Honors College director. Selected topics in the arts, humanities, sciences, or social sciences. Fall

#### **HNRS 326. Junior Seminar II.** 3 hr.; 3 cr. Prereq.:

HNRS 325 and student must be in the Macaulay Honors College at Queens College, or permission of the Honors College director. Selected topics in the arts, humanities, sciences, or social sciences. Spring

#### **HNRS 335. Senior Seminar I.** 3 hr.; 3 cr. Prereq.:

HNRS 326 and student must be in the Macaulay Honors College at Queens College, or permission of the Honors College director. An intensive and advanced exploration of a major theme or issue in the arts, humanities, sciences, or social sciences. Fall

#### **HNRS 336. Senior Seminar II.** 3 hr.; 3 cr. Prereq.:

HNRS 335 and student must be in the Macaulay Honors College at Queens College, or permission of the Honors College director. An intensive and advanced exploration of a major theme or issue in the arts, humanities, sciences, or social sciences. Spring

#### **HNRS 350W. Senior Thesis.** 3 hr.; 3 cr. Prereq.:

Student must have senior standing in the Macaulay Honors College and permission of the Honors College director. Intensive research leading to the production of a significant paper or project.

In addition to the seminars, various courses may be scheduled for honors students in such departments as Chemistry & Biochemistry; Classical, Middle Eastern & Asian Languages & Cultures; Comparative Literature; Drama, Theatre & Dance; English; History; Music; Philosophy; Political Science; and Sociology. A list of these courses is available in the program office prior to registration each semester.

## Honors in the Humanities

*Director:* Clare Carroll

*Office:* Honors Hall 20B, 718-997-3180

*Program Assistant:* Wilma Hernandez

Honors in the Humanities (HTH) was established over 30 years ago, and is the oldest honors program at Queens College. The program is designed for students who wish to gain an understanding of the origins and history of our contemporary artistic and intellectual culture. The full sequence of eight courses is interdisciplinary in design and covers a broad range of fundamental works of literature, religion, history, philosophy, and art, and complements majors in any division of the college. Students need to complete six out of the eight courses to complete the minor. The Leo J. Walsh Memorial Prize is awarded annually to an outstanding HTH senior.

The course sequence includes three components:

1. Three foundation courses:
  - a. ENGL 130H, 3 hr.; 3 cr. Prereq: ENGL 110. Writing about Literature in English: focusing on close reading of primary and secondary sources, conducting original research, and developing analytical arguments about literary texts in different genres, including poetry and drama. (EC2)
  - b. PHIL 104H: an introduction to ethics that emphasizes classical as well as contemporary sources. (IS)

- c. CMLIT 101H: An introduction to some of the classic works of ancient and medieval world literatures. (WCGI, LIT)
2. Four Honors in the Humanities courses on the history of ideas and cultures: HTH 210, 220, 230, 240. In each of these courses the instructor will choose, on the basis of his or her own interest and expertise, materials that illustrate a core issue, and, by placing these in their cultural and historical context, will use them as a basis for an investigation of the historical period and its potential contribution to our modern understanding of the humanities. As part of the study of the sequence, students will confront the problem of differing interpretations and ongoing debates regarding the choice and transmission of canonical texts, and study how ideas and forms both retain and lose value over time. All these courses fulfill the writing-intensive requirement (WRIC).
3. The senior seminar, HTH 300 (formerly HTH 351). This course fulfills the writing-intensive requirement (WRIC).

There is also the option to write a senior thesis by taking HTH 350, Honors Thesis (3 cr.). The student's advisor for the senior thesis should be determined in consultation with the director.

Students who complete a selected sequence of six courses, one of which must be the senior seminar, qualify for a minor in Honors in the Humanities, which is indicated on their final transcript, and they receive a certificate in Honors in the Humanities.

*Eligibility:* A 3.3 GPA is required for admission to and retention in the program. Students may enter the program at any point up until and including their junior year.

### THE MINOR

See the box on this page for the specific requirements for the minor.

## COURSES WITH TOWNSEND HARRIS HIGH SCHOOL

### HTH 101, 102. Freshman Humanities

**Colloquium.** 3 hr.; 3 cr. each sem. Prereq.: Open only to Townsend Harris High School seniors by permission of College Preparatory Programs. Selected readings from the classic texts of the Western Tradition, from the Bible and the Greeks to Shakespeare (101); from Shakespeare to the present (102). The course will emphasize reading, writing, and student discussion. HTH 102 is a continuation of its prerequisite, HTH 101 (prerequisite waived only in exceptional cases by permission of CPP).

For Townsend Harris High School graduates who matriculate at Queens College, HTH 102 fulfills one Literature (LIT) QC Core requirement. Townsend Harris High School graduates at Queens College who pursue the minor in HTH may, in consultation with the HTH Director, count HTH 101-102 in lieu of either CMLIT 101H or ENGL 165H, toward the HTH course sequence.

### HTH COURSES

#### HTH 210. Ancient Worlds. 3 hr.; 3 cr. Prereq.:

By permission only. A close study of some influential classical texts, exploring their understanding of the human condition and its ethical and political consequences as well as the relation of gods and mortals and the limits of knowledge. Topics will include the

#### REQUIREMENTS FOR THE SEQUENCE IN HONORS IN THE HUMANITIES

ENGL 165W; CMLIT 101; PHIL 104; HTH 210, 220, 230, 240, and 300.

#### REQUIREMENTS FOR THE MINOR IN HONORS IN THE HUMANITIES (MINOR CODE HTH-MIN)

A minor consists of any six courses (18 credits) from among Honors in the Humanities offerings, one of which must be the Senior Seminar, HTH 300.



place of Greek and Roman literature and thought in relation to other ancient Mediterranean cultures, the character of oral literature and of the transition from the oral to the written, and the significance of reevaluating ancient ceremonial or religious literature as literature in the humanistic tradition.

**HTH 220. The Middle Ages.** 3 hr.; 3 cr. Prereq.: By permission only. A study of material illustrating the encounters between Christianity, Judaism, and Islam, and the development of vernacular and courtly culture from the fourth through fifteenth centuries. Topics of interest include the transmission of ancient knowledge through the Byzantine and Islamic empires, the expansion of cultural contact through trade, and the emergence of new theological and philosophical discourses.

**HTH 230. The Early Modern World.** 3 hr.; 3 cr. Prereq.: By permission only. An examination of the ideas of the Renaissance and Reformation in the literature, theology, and philosophic thought of the sixteenth and seventeenth centuries as well as the effects of the encounter with the New World in the age of exploration; materials to be studied may include authors, texts, and art from both the Old and the New Worlds.

**HTH 240. Modern Eras.** 3 hr.; 3 cr. Prereq.: By permission only. An examination of ideas of enlightenment and science, the development of secular philosophy, and the consequences of the political and industrial revolution for literature, thought, and art from the eighteenth through twentieth centuries. Topics will include the effects of the encounter with Asian and African civilizations and the concept of “post-modern.”

**HTH 300. Senior Seminar.** 3 hr.; 3 cr. Prereq.: By permission only. An intensive and interdisciplinary exploration of a major literary theme, philosophical issue, and/or historical concern (e.g., Utopias/Dystopias; Victorian Bodies; the European Avant-Garde; Suffering; the Silk Roads). The course may include both ancient and modern and both Western and non-Western texts

and art. The course may be repeated once for credit provided the topic and instructor differ.

**HTH 350. Honors Thesis.** Hrs. to be arranged; 3 cr. Prereq.: HTH 300. An independent study in which the student will research and write an annotated bibliography and an honors thesis of at least 25 pages.

**HTH 375, 376. Honors Seminar for College Teaching.** 4 hr.; 4 cr. Prereq.: Permission of the director. Students participate in teaching the Freshman Humanities Colloquium with two other instructors: a Queens College professor and a Townsend Harris High School teacher. Includes planning and conducting seminar sessions, holding conferences, commenting on students’ papers, and attending a weekly workshop.

## Honors in the Mathematical & Natural Sciences (Science Honors)

*Director:* Wilma A. Saffran

*Office:* Remsen 316B, 718-997-4195

The objectives of Science Honors are to enhance the undergraduate education of students who are interested in a career in the mathematical and natural sciences by helping them choose a major, obtain early access to research opportunities, pursue a research project to a successful conclusion, and become participating members of the community of scholars at Queens College.

Work in Science Honors begins when students take the Science Honors Seminar (HMNS 101) as freshmen or sophomores. The Science Honors faculty acquaint students with the scientific method, library and computer research skills, and the research activities of faculty of the Division of Mathematics and the Natural Sciences. The seminar is interdisciplinary; topics and problems that overlap the traditional areas in science are

presented and discussed. The broad exposure to work in science helps students choose a major and mentor(s) for subsequent research courses (HMNS 102, 291, 391, and 398). The experience obtained in research courses helps students compete for research fellowships and other opportunities on and off campus—for example, the Summer Program for Undergraduate Research (SPUR) at Queens College (supported by a grant from the Howard Hughes Medical Institute), and research programs at medical institutions in the New York City area.

Science Honors builds a sense of community. Students get to know each other during the seminar course through roundtable discussions, by working together on “hands-on” exercises, taking a geology field trip, and presenting a mini-seminar on their own research project. They learn about each other’s research during seminars presented in HMNS 102 and 398. The students have their own room: a pleasant environment which they can use to study, share research experiences, socialize, read, and use computers. A social gathering of students and faculty is held to celebrate the end of each semester, acknowledge awards and fellowships received by students, and discuss topics of concern to the Division of Mathematics and the Natural Sciences.

Work in Science Honors culminates when the students present their research during the Senior Science Honors Seminar (HMNS 398). Although the research accomplishments of students are expected to vary widely, we anticipate that some highly motivated students will present their results in refereed publications and/or at scientific meetings. Work in Science Honors is acknowledged at one of two levels of accomplishment—concentration or participation—on each student’s transcript and by certificates that are presented at an award ceremony following commencement exercises each spring.

### Eligibility

Students enter the program in one of two ways: as freshmen entering from high school with an outstanding record in mathematics and science, or a semester or two later on the basis of outstanding work at the college.

## HONORS IN THE MATHEMATICAL & NATURAL SCIENCES

Freshmen apply by submitting an application which includes high school grades, SAT scores, two teacher recommendations, and a personal essay. Those selected take the Science Honors Seminar their first year, usually in the Fall term. Students who do outstanding work in one or more of the basic courses offered by departments in the Division of Mathematics and the Natural Sciences are invited to participate in Science Honors. These students are nominated by faculty who teach these courses. Self-nominated students are also considered for admission based on their record at the college and demonstrated potential for work in mathematics and science.

### Requirements

The 12-credit program consists of the following courses.

*Please note:* HMNS 101, 102, and 398 may only be taken once; HMNS 291 or 391 may be taken multiple times for credit.

## COURSES

**HMNS 101. Science Honors Seminar.** 2 hr.; 2 cr. Prereq.: Admission to the Science Honors Program. Examination of the scientific method, introduction to library and computer research skills, discussion of modern research problems with emphasis on research done at Queens College, and introduction to undergraduate research opportunities in the mathematical and natural sciences at Queens College. For freshmen and sophomores.

**HMNS 102. Introduction to Science Honors Research and Seminar.** 6 hr.; 2 cr. Prereq.: HMNS 101. Students begin a research project mentored by a science department faculty member. Students usually choose a research topic and mentor during HMNS 101 based on presentations by faculty and proposals for projects submitted by faculty. The equivalent of 6 hours of laboratory work is scheduled in consultation with the mentor. Students describe their project in a report and present a seminar. For upper freshmen and sophomores.

**HMNS 291. Intermediate Science Honors Research.** Three similar courses varying in credit: HMNS 291.1, 3 hr.; 1 cr., HMNS 291.2, 6 hr.; 2 cr., and HMNS 291.3, 9 hr.; 3 cr. Prereq.: HMNS 102 and permission of the director. Students who take HMNS 101 and receive a SPUR Fellowship or complete an approved research project at another institution do not have to take HMNS 102. The intermediate stage of research is with a science division faculty mentor or a mentor from a NYC-area research institution. In the latter case, the student must work as an unpaid volunteer. Students describe their research in a report. For sophomores and juniors.

**HMNS 391. Advanced Science Honors Research.** Three similar courses varying in credits: HMNS 391.1, 3 hr.; 1 cr., HMNS 391.2, 6 hr.; 2 cr., and HMNS 391.3, 9 hr.; 3 cr. Prereq.: 3 credits of HMNS 291. The advanced stage of research with a science division faculty mentor. This course is aimed at the completion of a serious research effort. Work may involve additional data collection and analysis, preparation of results for publication and/or presentation at a scientific meeting. For juniors and lower seniors.

**HMNS 398. Senior Science Honors Seminar.** 2 hr.; 2 cr. Prereq.: HMNS 391 or equivalent (a 3-credit, 391-level research course in the student's major department can substitute) and senior standing. Final analysis of experimental data and preparation of a comprehensive research report, presentation of a research seminar, and discussion of career opportunities in the mathematical and natural sciences.

## REQUIREMENTS FOR RECOGNITION OF WORK IN SCIENCE HONORS AT TWO LEVELS OF ACCOMPLISHMENT: CONCENTRATION OR PARTICIPATION

### Concentration in Science Honors

This requirement is met by completing 12 credits or more of courses in the HMNS curriculum with an overall

grade-point average of A– or better: that is, HMNS 101, 102, 291 (for 3 or more credits), 391 (for 3 or more credits) and HMNS 398. The HMNS 102 requirement will be waived for students who receive a SPUR Fellowship or complete a research project at another institution that is approved by the director. Advanced research courses offered by departments in the Division of Mathematics and Natural Sciences (usually numbered in the 390s) may substitute for HMNS 391 when they are approved by the Science Honors faculty. Students who complete the course sequence will receive recognition on their transcript and a certificate at an award ceremony following commencement.

### Participation in Science Honors

This requirement is met by completing 7 credits or more in the HMNS curriculum with an overall grade-point average of A– or better. The required courses include HMNS 101, 102, and 291 (for 3 or more credits). The HMNS 102 requirement will be waived for students who receive a SPUR Fellowship or complete a research project at another institution that is approved by the director. Research courses offered by departments in the Division of Mathematics and Natural Sciences may substitute for HMNS 291 when they are approved by the Science Honors faculty. Students will receive recognition on their transcript and a certificate at an award ceremony following commencement.

### Articulation with Other Honors Programs

Science Honors students are encouraged to participate in other Honors Programs at the college to the extent that this is possible, given the heavy course loads of science majors and the customary 120-credit requirement for graduation.

# Honors in the Social Sciences

*Director:* Robin Rogers

*Office:* Powdermaker 252bb, 718-997-2823

The Honors in the Social Sciences (HSS) program encourages students to gain an in-depth understanding of social science traditions and methods. It offers ambitious students a rigorous program of study emphasizing theories and methods from several social scientific disciplines, as well as the opportunity to work closely with HSS faculty to develop unique multidisciplinary honors projects. It is designed to parallel Honors in the Humanities (HTH) and Honors in Mathematical and Natural Sciences (HMNS) programs. Students in the program complete a total of 21 credits, many of which satisfy General Education and/or departmental major and minor requirements. Students who complete all of the program requirements will have HSS recorded as a minor on their Queens College transcripts.

## Eligibility Requirements

All students who are in good academic standing are eligible to apply to the HSS program. Students will be accepted based primarily on the strength and coherence of the research plan that they describe in their application, as well as a review of their academic record. Prospective students are strongly encouraged to meet with the Director of the Honors in the Social Sciences Program before completing an application.

Students may also enroll in HSS 200, Social Sciences and Society, before applying officially to the program.

## Program Requirements

**I. Social Sciences and Society (HSS 200).** This is an interdisciplinary seminar that is open to all students who are interested in the HSS program. The course provides a foundation and an overview of the program, and introduces students to theories and methods from several social scientific disciplines. The course emphasizes the diversity of approaches through which knowledge about “society” is produced in the academy

today. Faculty from across the Division of Social Sciences give guest lectures (3 credits).

**2. HSS Program Application.** Following HSS 200, students apply to gain official acceptance to the program by filling out an HSS program application.

**3. Minor Concentration Form.** Students that are accepted into the HSS program must immediately complete a minor concentration form. This form requires students to describe in detail the plan of study they will take to fulfill all HSS requirements and the theme they have chosen. It should be completed in consultation with the HSS director.

**4. Thematic Courses.** Students take four thematically related courses, at the 200 level or above—at least one of which should be a 300-level departmental “special topics” course—for a total of 12 credits. These courses should be selected from at least two disciplines in the social sciences. Possible thematic tracks include:

- Migration
- Democracy, Collective Identity, and Citizenship
- Public Policy
- Society and Culture in Comparative Perspective
- Race, Class, and Gender in Historical and Comparative Perspective

It is also possible for students to focus their studies more specifically within these broad themes. For example, a focus on health and society could be developed within the theme of Public Policy; or a focus on religion could be developed within Society and Culture in Comparative Perspective.

Students should select the thematic courses they wish to take in consultation with the HSS director.

**5. Capstone Project.** Juniors or seniors in the HSS Program will develop a significant piece of social science research on a topic related to their particular theme track, resulting in a substantial capstone project. The mechanism for this research project is either the honors or capstone program of a department within the

division or a 3-credit research-oriented independent study (HSS 350) that is supervised by the HSS director.

**6. HSS 390. Senior Research Colloquium.** 3 cr. All students doing a Capstone project also will enroll in HSS 390 Senior Research Colloquium. In the colloquium students will present their work to faculty and student colleagues from across the Division of Social Sciences.

## Faculty Mentors and Advisors

A significant part of the HSS program is faculty mentorship and advisement. The program director’s duties involve meeting regularly with students. Students are also encouraged to work with a faculty advisor who will oversee their senior capstone projects.

## COURSES

**HSS 200. Social Sciences and Society.** 3 hr.; 3 cr. Prereq.: Permission of Director of the Social Science Honors program. Foundation and overview for students in the Honors in the Social Sciences Program, this course introduces students to theories and methods from several social scientific disciplines, emphasizing the diversity of approaches through which knowledge about “society” is produced in the academy today. (IS)

**HSS 350. Independent Study in the Social Sciences.** Hr. to be arranged; 3 cr. Prereq.: HSS 200, three thematically related courses in the Social Sciences Honors program, and permission of the program director. HSS 350.3 (3 credits) may be used for the senior Capstone project.

**HSS 390. Senior Honors Colloquium.** Hr. to be arranged; 3 cr. Prereq.: HSS 200, completion of thematic track, HSS 350 or social science department independent study devoted to the senior capstone project. The students will do some common reading and present their work to faculty and student colleagues in the social sciences. (Capstone)

# Transfer Honors Program

*Director:* Barbara Simerka

*Office:* Honors Hall 2, 718-997-5519

The Queens College Transfer Honors Program (THP) is designed for highly motivated and accomplished transfer students who seek academic challenges and opportunities for intellectual development as they complete their bachelor's degree. THP offers scholarship support, priority registration, preferred acceptance into the residence hall, and specialized academic advising. THP provides a community of peers, access to research opportunities, faculty mentorship, support in pursuing internships, competitive scholarships, and an honors capstone experience.

## Eligibility Requirements

To be eligible to apply, an applicant must be a full-time student in the final semester of an AA or AS program, or have earned 60 hours toward a baccalaureate at a college in the United States with a grade-point average of 3.5+. In exceptional cases, students who have earned 50 hours with a grade-point average of 3.8+ may be considered. Students who have already earned a four-year degree or are already enrolled in classes at Queens College are not eligible.

Once accepted, the THP Program requires that students:

- 1) Enroll in the designated transfer honors cohort literature course (first semester).
- 2) Complete an honors minor (Honors in the Humanities, Honors in the Mathematical and Natural Sciences, or Honors in the Social Sciences), the honors sequence within a major or minor, an Accelerated MA degree program, or equivalent honors coursework as approved by the THP director.
- 3) Maintain a GPA of 3.3 (eligibility for department honors or honors minors may require higher grades in specific classes).

- 4) Complete 3 hours of service per semester to the program, for recruitment and mentoring activities.

## Interdisciplinary & Special Studies

*Director:* Alicia Alvero

*Advisor:* Richard Adams

*Office:* Kiely 217, 718-997-5713

*Major Offered:* Interdisciplinary Major  
(State Education Code 02822)

### The Interdisciplinary Major

The interdisciplinary major is designed for students who wish to develop their own concentration area in a subject not covered by any one department or program. Students who are interested in an interdisciplinary major should confer with the Office of Interdisciplinary Studies, which will provide guidance in developing a proposal for approval. The proposed concentration must have a distinct, coherent interdisciplinary theme and the coursework required for it should provide substantial expertise in that theme. Since an interdisciplinary concentration requires competence in more than one discipline, the major involves a minimum of 36 credits and may require the approval of several departments.

Interested students should seek guidance at the Academic Advising Center, Kiely 217, prior to filling out the Interdisciplinary Major form.

### Courses and Special Programs

The program offers a variety of courses in a wide range of subjects. These are staffed by teachers from the various departments, but offer the advantages of smaller class sections, flexible scheduling, and curricular experimentation. These courses, except when otherwise specified, are open to every student in good standing at the college, freshman through senior.

### Tutorials

A tutorial enables a motivated, advanced student to undertake independent study of a topic under the supervision of a full-time faculty member. To take a tutorial, a student must find a faculty member willing to supervise and grade the work, and must obtain the faculty member's approval of the topic and of the work to be performed.

A tutorial application form can be accessed through the Interdisciplinary and Special Studies webpage at [www.qc.cuny.edu/about/administration/Provost/Pages/InterdisciplinaryMajor.aspx](http://www.qc.cuny.edu/about/administration/Provost/Pages/InterdisciplinaryMajor.aspx). The card must be completed, including a full description of the work to be done, and signed by the student, the supervising faculty member, and the chair of the respective department. The card is then returned to the Interdisciplinary and Special Studies Office for approval and registration (in Kiely 1105).

*Note:* In order to receive credit, students must be registered for the tutorial during the scheduled registration period. No more than 12 credits in tutorials may be applied toward the degree, and only one tutorial may be taken per semester.

## COURSES

### *Interdisciplinary and Special Studies*

**SPST 94. Art of Puerto Rico and the Hispanic Caribbean.** 3 hr.; 3 cr. This course is a survey in the visual arts of the Greater Antilles. It will cover the development of the arts in Puerto Rico, the Dominican Republic, and Cuba from Pre-Columbian times to the twentieth century. We will trace and define Caribbean art through the use of slides, films, and museum visits.

**SPST 195. Interdisciplinary and Special Studies.** (formerly SPST 95) SPST 195.1–195.4, 1–4 hr.; 1–4 cr. Students may earn degree credit for work done in colloquia, seminars, and special topics. The courses include subject material not found in approved departmental curricula. Students may enroll in SPST 195 more than once provided the topics are different.

## INTERDISCIPLINARY & SPECIAL STUDIES

**SPST 196. Tutorial.** (formerly Tutorial 96) SPST 196.1–196.4, 1–4 hr.; 1–4 cr. Students may arrange to earn degree credit for work done with a faculty member in an area of joint interest by means of a mutually agreed-upon educational contract for one semester. Tutorials bear 1, 2, 3, or 4 course credits. Students may enroll in tutorials more than once, but no more than one per semester.

**SPST 295. Interdisciplinary and Special Studies.** SPST 295.1–295.4, 1–4 hr.; 1–4 cr. Prereq.: Sophomore standing. An intermediate level, variable title, experimental or interdisciplinary course. The course may be repeated for credit.

**SPST 296. Tutorial.** SPST 296.1–296.4, 1–4 hr.; 1–4 cr. Prereq.: Junior standing. For tutorials to be given at an intermediate level. See SPST 196.

**SPST 395. Interdisciplinary and Special Studies.** SPST 395.1–395.4, 1–4 hr.; 1–4 cr. Prereq.: Junior standing. An advanced level, variable title, experimental or interdisciplinary course.

**SPST 396. Tutorial.** SPST 396.1–396.4, 1–4 hr.; 1–4 cr. Prereq.: Senior standing. A tutorial on a topic at an advanced level of study, comparable to a senior seminar. See SPST 196.

**SPST 399. Honors Project.** (formerly Honors Project 399) SPST 399.1–399.6, 1–6 hr.; 1–6 cr. Prereq.: Upper junior standing and grade-point average of 3.3 or above. Student undertakes an advanced project under

the supervision of a full-time member of the faculty. The total number of credits which can be applied to the baccalaureate degree under SPST 399 is 12. Exceptions to the credit limits may be granted to students whose grade-point average is 3.6 or above upon approval of the department chair and the director of Interdisciplinary and Special Studies. Interested students should consult the director.

### *Ethnic Studies*

**ETHST 310. Six Ethnic Groups in New York City.** 3 hr.; 3 cr. Prereq.: Junior standing. This course focuses on the sociological, historical, and cultural perspectives of six major ethnic groups in New York City: Afro-Americans, Greek-Americans, Irish-Americans, Italian-Americans, Jewish-Americans, and Puerto Rican-Americans. Factors of migration and immigration will be explored for each group. The course is open to all students with an interest in the social sciences and is strongly recommended for education majors specializing in bilingual/multicultural education.

## International Business

See Economics Department.



# Irish Studies

Director: Sarah Covington

Administrative Committee: Carroll, Cassvan, McGough, Moore, Sprague

Office: Kissena 352C, 718-997-5393

The Irish Studies program at Queens College welcomes students of all backgrounds as it offers a rich and interdisciplinary set of courses that explores Ireland's history, society, culture, literature, archaeology, folklore, mythology, and language. Ireland has made its presence felt throughout the world, not simply through its culture but in the rich diasporic tradition of immigrants. The Irish Studies program therefore encourages students to study the ways in which distinct Irish experiences—including religion, colonialism, famine, and civil rights—speak to other societies in the past and present.

For students majoring in history, art and visual culture, music, English, comparative literature, communication arts, anthropology, or political science, a wide selection of courses in Irish Studies may provide a logical corollary to their principal interest while granting them expertise in one concentrated area. They will also be encouraged to pursue independent studies, and to take part in the program's projects related to oral history and podcasting, musical ensemble playing, and community outreach. Students interested in an interdisciplinary major in Irish Studies (through Interdisciplinary and Special Studies) should consult with the director of Interdisciplinary and Special Studies and the director of Irish Studies.

## THE MINOR

A student may meet the requirements for graduation as an Irish Studies minor by maintaining a grade-point average of 2.5 in Irish Studies courses. See the box on this page for requirements for the minor.

## REQUIREMENTS FOR THE MINOR IN IRISH STUDIES (MINOR CODE IRST-MIN)

### Required (18 credits)

One choice from among the following (3 credits):

#### Introductory Level

ENGL 366. Introduction to Irish Literature  
HIST 230. Ireland from the Norman Conquest to 1690

Two choices from among the following (6 credits):

#### Social Science

IRST 103. The Irish in America  
ANTH 247. Archaeology of Ireland  
HIST 231. Ireland since 1690  
HIST 304. Northern Ireland since 1968  
HIST 352. History of the Celtic World

Two choices from among the following (6 credits):

#### Language, Literature, and Music

IRST 101, 102. Elementary Irish 1 and 2  
ENGL 365. Celtic Myth and Literature  
ENGL 367. Modern Irish Literature  
ENGL 368W. Irish Writers  
MUS 121. Irish Traditional Music around the Globe

One choice from among the following (3 credits):

IRST 390. Advanced Seminar in Irish Studies or  
IRST 391. Memory and Place

In special circumstances and with the approval of the director, one appropriate department or Special Studies course not listed above may be offered in fulfillment of this requirement. For example, the Senior Seminar ENGL 391W, when the topic is Joyce, or ENGL 385, when the topic is Irish Drama in Context, would be acceptable.

## COURSES

**IRST 101. Elementary Irish I.** 3 hr.; 3 cr. An introduction to modern Irish. The course concentrates on the basic patterns of the spoken language and provides the student with the vocabulary and grammatical forms commonly used in daily conversation. (LANG)

**IRST 102. Elementary Irish II.** 3 hr.; 3 cr. Prereq.: IRST 101, or permission of the instructor. A continuation of Elementary Irish I. (LANG)

**IRST 103. The Irish in America.** 3 hr.; 3 cr. A chronological survey of the Irish experience in America from the colonial period to the present. The course examines the social, political, religious, and cultural interaction of the Irish with established American society and with other emigrant groups who preceded and followed them. Special emphasis is given to the role of women in American-Irish society, and to the part played by Irish immigrants in labor, politics, religion, and education.

**IRST 390. Seminar in Irish Studies.** Hr. to be arranged; 3 cr. Prereq.: Upper junior or senior standing. Advanced study of special problems to be taken on a tutorial basis during upper junior or senior year.

**IRST 391. Memory and Place.** 3 hr.; 3 cr. Prereq.: Open to students with 18 credits in History, or 15 credits towards the Irish Studies minor. Contrast of the forms of Irish memory from Ireland, Northern Ireland, Britain, and America. Primary documents of historiography, folklore, textual, musical, and visual sources from Ireland will be compared with those from Britain and Northern Ireland, as well as those from the immigrant diaspora in the United States. Students will examine diverse memories of such pivotal events in Irish history as the 1641 atrocities; the Cromwellian conquest and confiscations; the Famine; and the conflict in Northern Ireland. Topics for study include: how memory is contested by different groups, often according to their own particular interests; how recent historiography on the subject of memory in Ireland has opened debate on received interpretations; understanding what constitutes a primary document, including music, murals, monuments or films, serving as documents of memory.

# Italian-American Studies

*Advisor:* Fred Gardaphé

*Office:* Klapper 535, 718-997-4655; also John D. Calandra Institute, 25 W. 43 St., NYC, 10036; 212-642-2037

Italian-American Studies was founded at Queens College in 1973 out of a conviction that the ethnic experience in America is a key to a full understanding of American culture and history.

The purpose of Italian-American Studies is to offer courses on all dimensions of Italian participation in American life, both historical and contemporary. The approach is interdisciplinary, and draws upon the fields of history, political science, psychology, literature, sociology, art, and music. Within the curriculum, stress is placed not only on developing an understanding of Italian-Americans and their culture, but also on the relations of Italian-Americans to other groups—and, in fact, to all elements and facets of American society.

In addition to the courses designated specifically as offerings of Italian-American Studies, students are encouraged to take certain departmental courses related to Italian and Italian-American culture. Students are urged to consult lists of Italian-American offerings, which are distributed on campus each semester, or call Italian-American Studies.

## THE MINOR

See the box on this page for the specific requirements for the minor. Students electing a minor in Italian-American Studies will receive certificates attesting to their successful completion of the prescribed curriculum upon their graduation from Queens College.

## COURSES

### **ITAST 100. Italian-Americans: An Interpretation of a People.** 3 hr.; 3 cr.

An interdisciplinary study of Italian-Americans, stressing the period from 1880 to the present, using works of history, sociology, and literature.

### **ITAST 101. The Heritage of Italy's South.**

3 hr.; 3 cr. An analysis of the contribution that the Mezzogiorno has made to Italian culture since the mid-thirteenth century, and an exploration of the ways in which an awareness of such a contribution affects Italian-Americans' search for identity.

### **ITAST 202. The Italian-American Experience through Literature.** 3 hr.; 3 cr. Prereq.: ENGL 120W or completion of one General Education Reading Literature course.

Reading, analysis, and discussion of selected works, mostly of the twentieth century.

### **ITAST 204. Italian-American Film/TV Studies.**

3 hr.; 3 cr. Introduction to the study of how Italian-Americans are portrayed in the media, and analysis of major themes in film or TV programming relating to Italian-Americans.

### **ITAST 300. Seminar in Italian-American Studies.** 3 hr.; 3 cr. Prereq.: Junior standing and two courses from Italian-American Studies.

An interdisciplinary course focusing on topics that vary from semester to semester.

### **ITAST 398. Italian-American Studies**

**Internship.** 9 hr.; 3 cr. Under faculty supervision, students intern in institutional settings such as Italian-American media, social service organizations, nonprofit institutions, museums, and research facilities.

## REQUIREMENTS FOR THE MINOR IN ITALIAN-AMERICAN STUDIES (MINOR CODE ITAST-MIN)

Students wishing to pursue a minor in Italian-American Studies take a minimum of 27 credit hours of coursework, divided as follows:

**The two-semester core course (6 credits)**  
ITAST 100 and 101.

**Social and Political Heritage (6 credits)**  
HIST 233, and one of the following: HIST 276, PSCI 211, 217, 219, SOC 214, or ETHST 310.

**Cultural Studies (6 credits from the following)**  
ITAST 202 or 204; ITAL 41 or 45.

**One of the following Language Studies Sequences:**  
a. ITAL 111, 112, and 203 or b. ITAL 207, 208, 209.



# Jewish Studies

Director: Arnold Franklin

Office: Jefferson 307, 718-997-4530

Office Assistant: Noelle Ogawa

Major Offered: Jewish Studies (State Education Code 85304)

The aim of Jewish Studies is to provide students with an understanding of the history, philosophy, religion, politics, sociology, anthropology, folklore, languages, and literatures of the Jewish people. The program is intensive yet flexible, tailored to a wide range of interests normally included in the broad concept of Jewish studies and cultures. Students should also consult the course offerings in Hebrew language and literature (see Classical, Middle Eastern & Asian Languages & Cultures).

Jewish Studies majors or minors must file a concentration form with the program office at their earliest convenience.

The primary emphasis in the program is to offer majors or minors a basic core curriculum and then give them an opportunity to pursue intermediate and advanced courses in four disciplinary areas subsumed by Jewish Studies:

1. Jewish social and intellectual history;
2. The anthropology, sociology, political life, and folklore of Jews;
3. Jewish religious and philosophical thought;
4. Jewish languages and literatures.

## Program Awards

Jewish Studies offers the following awards and prizes: the *Alumni Award*, in recognition of outstanding academic achievement; the *Grace Dessau Scholarship*, to a major or minor with a demonstrated interest in the Holocaust; the *William Fenster Memorial Scholarship*, to a junior with a distinguished record in Jewish Studies; the *Miriam and Morris Flatow Memorial Scholarship*, for

## REQUIREMENTS FOR THE MAJOR IN JEWISH STUDIES (MAJOR CODE JEWST-BA)

Majors in Jewish Studies are required to take 36 credits, distributed as follows:

**History Surveys (2 courses, 6 credits).** Two of the following: HIST 114, HIST 115, HIST 116.

**Electives (9 courses, 27 credits).** Nine additional courses from those listed on the next page, five of which must be at the 200-level or higher.

**Senior Seminar (1 course, 3 credits).** Students must complete **one** advanced seminar, either by undertaking an independent research tutorial approved and guided by a Jewish Studies faculty member *or* by enrolling in a senior seminar/colloquium in another department and writing a research paper on a Jewish Studies–related topic. Courses satisfying this requirement include ENGL 391W; HIST 392, 393; JEWST 365; MES 380; PHIL 383W; PSCI 381W, 382W, 383W, 384W, 386W, 387W; SOC 381(W), 382.

achievement in the field of Jewish studies; the *Shulamit Lisa Gabow Scholarship*, to a sophomore or junior in the program; the *Ruth Hollander Award*, to a graduating senior who is continuing academic work in the field of Jewish studies; the *Jan and Leonore Sinnreich Award for Writing Excellence*; and the *M. Hrach Zadoian Holocaust Student Essay Prize*, to the author of the best student essay on the Holocaust or other forms of genocide.

## COURSES SATISFYING THE MAJOR AND MINOR IN JEWISH STUDIES

### I. Jewish Social and Intellectual History

#### History

- HIST 114. History of the Jewish People, Pt. I  
HIST 115. History of the Jewish People, Pt. II

**Language Requirement.** Majors are required to demonstrate competence in Hebrew by taking or placing out of HEBRW 101, 102, 203, and 204. Students placed in these courses may use them as electives and count the credits toward the 36 required for the major. For placement, students should contact the director of the Hebrew program.

## REQUIREMENTS FOR THE MINOR IN JEWISH STUDIES (MINOR CODE JEWST-MIN)

Minors in Jewish Studies are required to take 18 credits, distributed as follows:

**History Surveys (2 courses, 6 credits).** Two of the following courses: HIST 114, HIST 115, HIST 116.

**Electives (4 courses, 12 credits).** Four additional courses from those listed below, two of which must be at the 200-level or higher.

- HIST 116. History of the Jewish People Pt. III  
HIST 147. The Modern Middle East, 1789–1923  
HIST 237. Eastern Europe to the World Wars  
HIST 248. Special Topics in Jewish History  
HIST 249. American Jewish History until 1945  
HIST 251. The Jews in Medieval Christendom  
HIST 252. Medieval Spanish Jewry  
HIST 253. The Jews in Early Modern Europe  
HIST 254. The Jews in Eastern Europe  
HIST 255. Transformational Moments in the Arab/Israeli Conflict (VT)  
HIST 256. History of Modern Israel  
HIST 257. History and Culture of the Bukharian Jews  
HIST 290. Law, Crime, and Society in Jewish History (VT)  
HIST 295. Sephardic Jewish History



## JEWISH STUDIES

- HIST 311. Jewish Society in the Islamic Lands, 632–1517
- HIST 312. The Holocaust
- HIST 336. Women and Gender in Jewish History
- HIST 338. History of Zionism
- HIST 349. The Jews of Russia and the Soviet Union
- HIST 160, 200, and 392W have themes that vary from semester to semester and may count if on a Jewish Studies topic. Prior approval from the director of Jewish Studies is required.

### *Middle East Studies*

- MES 240. Images of the Middle East

## **2. The Anthropology, Sociology, Political Life, and Folklore of Jews**

### *Sociology*

- RLGST 212. Religion, Myth and Language
- SOC 221. Sociology of Religion
- SOC 241. The American Jewish Community
- SOC 242. Modern Israel: Sociological Aspects
- SOC 348. Orthodox Jews in America

### *Music*

- MUSIC 232. Jewish Music

## **3. Jewish Religious and Philosophical Thought**

### *Philosophy*

- PHIL 124. Philosophy and the Holocaust
- PHIL 250. Plato and the Bible
- PHIL 251. Aristotle and Maimonides
- PHIL 252. Existentialism and Modern Jewish Philosophy

### *Jewish Studies*

- JEWST 202. Jewish Ethics
- JEWST 301. Jewish Mysticism and Hasidism

### *Religious Studies*

- RLGST 103. Introduction to Judaism

## **4. Jewish Languages and Literatures**

### *Jewish Languages: Hebrew*

- HEBRW 150. Modern Hebrew Literature in Translation
- HEBRW 160. Masterpieces of Hebrew Literature in Translation
- HEBRW 190. Topics in Culture, Art, and Literature in Israel
- HEBRW 101. Elementary Hebrew I
- HEBRW 102. Elementary Hebrew II
- HEBRW 203. Intermediate Hebrew I
- HEBRW 204. Intermediate Hebrew II
- HEBRW 305. Advanced Modern Hebrew
- HEBRW 307. Classical Hebrew
- HEBRW 311. Hebrew Conversation
- HEBRW 315. Hebrew Writing Workshop: Free Writing, Poetry, and Prose
- HEBRW 317. Skills and Art of Translation
- HEBRW 361. History of the Hebrew Language
- HEBRW 362. Hebrew Root Studies
- HEBRW 390. Studies in Hebrew

### *Jewish Literatures: Hebrew*

- ENGL 153W. Introduction to the Bible
- HEBRW 321. Readings from the Torah
- HEBRW 325. Early Prophets and Kings
- HEBRW 328. Later Prophets, Minor Prophets, and Megillot
- HEBRW 331. Poetry and Wisdom Literature in the Bible
- HEBRW 340. Talmudic Literature
- HEBRW 341. Midrash and Aggadah
- HEBRW 345. Poetry of the Middle Ages

- HEBRW 346. Prose of the Medieval Age
- HEBRW 350W. Biblical Narrative and Poetry in Translation
- HEBRW 351. Modern Hebrew Drama
- HEBRW 352. Modern Hebrew Literature: 1880–1947
- HEBRW 356. Modern Hebrew Literature: 1948 to the Present Day
- HEBRW 358. The Modern Hebrew Media

## **THE MINOR**

See the box on page 263 for the specific requirements for the minor.

## **Foreign Study**

Students intending to major or minor in Jewish Studies are encouraged to study in Israel. Students who wish to participate in a study abroad program as a part of the curriculum should contact the program office in Jefferson 307 for advice.

## **COURSES**

**JEWST 202. Jewish Ethics.** 3 hr.; 3 cr. Prereq.: Sophomore standing. A study of ethical principles in the Bible, Talmud, and post-Talmudic literature; rational prerequisites in ethical judgment; personal morality and social ethics; the ethics of justice and the ethics of love, with special attention to Jewish ethical teachings on racism, capital punishment, divorce, birth control, abortion, and euthanasia.

**JEWST 301. Jewish Mysticism and Hasidism.** 3 hr.; 3 cr. Prereq.: Junior standing. A survey of Jewish mystical thought from the early Rabbinic period (Merkavah mysticism) through the classical period of the *Zohar* and Lurianic *Kabbalah* to Hasidism and neo-Hasidic movements in our day.

## JEWISH STUDIES

**JEWST 365. Senior Seminar.** 3 hr.; 3 cr. Prereq.: 27 credits in the major and senior standing. Intensive study in a selected field of Jewish Studies. The subject to be studied will vary from semester to semester and will be announced in advance. As part of the seminar, students will undertake and complete an individual research problem in their field of special interest under the direction of an instructor in their area of Jewish concentration.



# Journalism

Office: Powdermaker 250

The journalism minor teaches reporting, writing, and editing skills, and the basics of broadcast journalism, and provides a comprehensive overview of the news media as an industry. Part of the Urban Studies Department, the journalism minor makes use of current technology to access and report information and explores new methods of news distribution.

The primary goals of the minor are to train students for professional careers in journalism and to produce well-informed news consumers. At the same time, with its strong emphasis on good writing, the journalism program complements many majors, including economics, English, history, media studies, political science, sociology, and urban studies, helping students learn to write clearly about complicated contemporary issues.

All journalism classes are taught by individuals with news media experience, who bring their expertise and career contacts from the newsroom to the classroom.

See the box on this page for the specific requirements for the minor.

## Internship Opportunities

Internships are available at many news organizations in print, broadcast, and digital media. Students admitted into the minor will be eligible for print internships after they complete JOUR 101W and 200W, and for broadcast internships after they complete JOUR 201 and/or 202. Students are strongly urged to take advantage of the opportunities to learn firsthand about the professional world of journalism.

## COURSES

The 100-level courses in the sequence, JOUR 100 and 101W, are gateway courses open to all students. JOUR 100 is a Pathways course under The Individual and Society. The 200-level core course, JOUR 200W, is designed to help students sharpen their reporting and writing skills, while JOUR 201 introduces students to multimedia and how to combine written texts, photographs, podcasts, and videos to tell news stories. Students admitted into these courses will cover stories in the field, write to deadline, learn to edit copy, and produce videos and podcasts. They will meet with news professionals and visit news organizations.

**JOUR 100. Beat the Press: Questioning the Media.** 3 hr.; 3 cr. This course has been approved as a Pathways course under the area: The Individual and Society. An introduction to the U.S. journalism industry, analyzing the American press's strengths and shortcomings from historical and contemporary perspectives. Topics include the First Amendment and free speech, the evolution of media in the United States, the business of journalism, objectivity and bias, legal controversies, journalistic ethics, and the industry's future.

**JOUR 101W. Introduction to News Reporting.** 3 hr.; 3 cr. Prereq. or coreq.: ENGL 110. This gateway course to the journalism minor introduces the fundamentals of news reporting and writing. Students will practice core journalistic skills of interviewing, news gathering, critical thinking, developing news judgment, and writing for a variety of media. It also introduces legal and ethical topics.

**JOUR 200W. Reporting from the Field.** 3 hr.; 3 cr. Prereq.: B or better in JOUR 101W. Further development of the reporting and writing skills introduced in Introduction to News Reporting, including deadline writing, field reporting, interviewing, and document

## REQUIREMENTS FOR THE MINOR IN JOURNALISM (MINOR CODE JOURN-MIN)

Journalism minors are required to take 18 credits: 12 in required courses and 6 in elective courses, with at least 3 elective credits in a journalism course. They must pass all the courses required for the minor.

**Required courses** are JOUR 100, 101W, 200W, and 201.

**Elective courses** offered in the journalism program are JOUR 202, 265, 300, 304, and 310.

Other non-journalism courses that can be used for elective credit include ECON 224 and 246; ENGL 210W and 211W; HIST 266, 275, 288, and 341; MEDST 242 and 256; PSCI 217 and 220; SOC 218; URBST 101, 105, 108, 207, 221, 265, and 265W.

*Note:* Courses taken to fulfill a student's major requirement **cannot** count toward satisfying the journalism electives requirement.

research. The course will focus on strengthening narrative writing techniques, both in hard news stories and longer feature pieces.

**JOUR 201. Digital Journalism.** 3 hr., 3 cr. Introduction to digital journalism, focusing on the production and presentation of stories based on data—text, photographs, sound, and video—captured by digital devices such as smartphones, edited with digital tools, and posted online. Use of social media will also be discussed.

**JOUR 202. Visual Storytelling.** 3 hr.; 3 cr. Introduction to language and techniques of writing for visual media, television and digital alike. Students will also develop skills in using audio and video tools to capture and edit data and to tell clear, accurate, and powerful visual stories. The course can be used as an elective for the journalism minor.

## JOURNALISM

**JOUR 203. Newspaper Production.** 3 hr.; 3 cr. Prereq.: JOUR 101W. This course is designed to provide journalism students with the opportunity to learn firsthand how to construct and produce a newspaper. It is a collection of activities involving research, reporting, writing, and desktop publishing. Inherent in these activities will be opportunities to explore issues of ethics, the actual practice of journalism, as well as readings related to media concerns and theory.

**JOUR 265. Variable Topics: Special Topics in Journalism.** 3 hr., 3 cr. Prereq.: ENGL 110. Introduction to a specialized area of journalistic reporting and writing. The course can cover sports reporting, business reporting, arts reporting, opinion and column writing, magazine and long-form writing, or other specialized journalistic “beats” of interest to students. The course can be used as an elective for the journalism minor, and it can be repeated for credit provided the topic is different.

**JOUR 300. Internship in Journalism.** Minimum 135 hr.; 3 cr. Prereq.: JOUR 200W, 201, or 202; minimum 2.7 cumulative index; and permission of the journalism director. Supervision by a departmental internship coordinator. Participation in the internship may be contingent upon a successful interview at the sponsoring organization. Internships ordinarily involve a minimum of 9 hours per week for 15 weeks (or equivalent time for the Summer semester) of off-campus work in a professional news organization, for which the journalism curriculum has prepared the student through its emphasis on writing, reporting, research, and critical thinking in the context of the world of journalism. Journalism internships provide exposure to news tasks in a variety of settings. A final written paper is required. Course may be repeated once for credit.

**JOUR 301. Electronic Journalism.** 3 hr.; 3 cr. Prereq.: JOUR 101W and 200W. Introduces students to a range of online and writing activities fundamental to journalism. Students will use the reporting and writing skills introduced in previous journalism courses to build on such areas as online publishing and Internet research. Course will cover the basics of gathering data through Internet search engines, HTML, and construction of web pages for Queens World Online.

**JOUR 304. Critical Issues in Journalism.** 3 hr.; 3 cr. Prereq.: JOUR 200W, or permission of the director. The political, economic, social, and technological pressures on news organizations and the journalists who work in them; ways in which the treatment of these critical issues impacts on readers and viewers of news media; and the standards and guidelines by which individual journalists can maintain professional behavior. The course will focus on issues of current concern within the field of journalism. May be repeated once for credit if the topic is different.

**JOUR 310. Specialized Reporting.** 3 hr.; 3 cr. Prereq.: JOUR 200W. Advanced reporting and writing, including magazine writing. The course will focus on two or three selected areas, such as business, politics, science and health, environment, sports, investigative reporting, and arts and entertainment. Guest lectures by professional writers and editors.



# Labor Studies

*Director:* Melissa Checker

*Office:* Powdermaker 250M, 718-997-5148

*Major Offered:* Labor Studies (State Education Code 85416)

The major and minor in labor studies provides students with a curriculum that focuses on the worlds of work, employment, labor issues, and workers' rights. The purpose of the program is to provide students with a rigorous framework for analysis of the labor force, workers' organizational affiliations, and the dynamics of labor-management relations. Drawing on the various social science disciplines, the labor studies major offers an interdisciplinary approach to the study of labor and related subjects. The curriculum combines a core sequence of courses with electives on specialized topics in the field of study.

A degree in labor studies prepares students to pursue careers in labor relations, including employment with labor organizations and private industry, as well as with federal, state, and local government agencies. A labor studies major also provides excellent preparation for law school or graduate study.

Nonmajors may enroll in labor studies courses to supplement their own field of concentration, e.g., economics, sociology, political science, urban studies, or history.

## THE MAJOR AND THE MINOR

See the box on this page for the specific requirements for the major and the minor. The labor studies major consists of 6 required courses plus 6 approved electives to make up a total of 36 credits. The minor consists of 18 credits, including 6 required courses. Required courses provide a foundation for all labor studies majors and minors. These courses are aimed at developing an understanding of the history of the labor movement; the impact of technology

on labor and industry; changes in the labor process; labor relations and their economic context; shifts in the composition of the labor force; the social and political role of labor unions; the legal framework of labor-management relations; theories of work, the workplace, and the labor movement. Students complete their labor studies major or minor by selecting labor-related electives from a list of approved electives.

## COURSES

**LABST 101, 101W. Introduction to Labor Studies.** 3 hr.; 3 cr. The course will introduce students to the field of labor studies. It will cover such topics as: the social organization of work, labor as a factor of production, changes in the composition of the labor force, labor segmentation, and the impact of technology on work and workers.

**LABST 240. Labor Unions and Industrial Relations.** 3 hr.; 3 cr. Prereq.: LABST 101. This course will examine labor-management relations in the contemporary U.S., considering both the internal dynamics of management, and the structure, government, and goals of labor unions. Particular emphasis will be given to comparing and contrasting labor relations in unionized and non-unionized workplaces, and in different sectors of the economy (manufacturing, services, and government). Topics to be covered include: the development of management's industrial relations policies, the impact of the changing international economy on labor, the dynamics of collective bargaining, decision-making processes within unions, and problems of union democracy.

**LABST 265. Special Topics in Labor Studies.** 3 hr.; 3 cr. This course will discuss selected topics in labor studies, usually issues of contemporary importance. Such topics as public sector unionism, labor law reform, or the international labor movement may be discussed. May be repeated for credit provided the topic is different.

## REQUIREMENTS FOR THE MAJOR IN LABOR STUDIES (MAJOR CODE LABST-BA)

The labor studies major consists of 36 credits: 18 credits in required courses and 18 credits in approved electives.

**Required Courses** (18 credits, required of all majors)  
LABST 101/101W/URBST 239W; ECON 101; LABST 240/URBST 240; LABST 273/URBST 273; HIST 274; LABST 320/URBST 321

**Electives** (18 credits)  
ECON 102, 213, 214, 219, 240, 249; HIST 273, 275; LABST 265, LABST 310/URBST 229; PSCI 222, 225; PSYCH 226; SOC 205, 219, 224, 228; URBST 101, 105, 200, 202, 210, 244, 246, 310, 310W

## REQUIREMENTS FOR THE MINOR IN LABOR STUDIES (MINOR CODE LABST-MIN)

Minors will take a minimum of 18 credits in Labor Studies, including LABST 101, 240, and 273, and three other courses listed above as either core or elective requirements for the major.

**LABST 310. Labor Law: An Institutional Approach.** 3 hr.; 3 cr. Prereq.: LABST 240. The course will examine primary (case) and secondary (commentary) materials on the legislative, administrative, and contextual aspects of labor law, particularly as they pertain to collective bargaining and union organization. The course will be divided into three parts: (1) U.S. Law and Labor Relations (including an examination of institutional and sociological aspects of law, a review of Constitutional and common law basis for labor law, a survey of the history and current status of labor law and labor relations, and a comparative overview of labor law and labor relations); (2) the legislative, judicial, and administrative aspects of labor law, including

## LABOR STUDIES

issues concerning jurisdiction, procedure, and the interpretation of contracts; (3) current problems in labor law, with an emphasis on practical application.

**LABST 320. Perspectives on the Labor Movement.** 3 hr.; 3 cr. Theories of industrial relations; the philosophy and political perspectives of labor unions; and the current discussion concerning the state and future of the labor movement. Issues examined will include the changing nature of work and the consequent implications for industrial relations and the trade unions.

**LABST 370. Fieldwork in Labor Studies.** 4–8 hr. fieldwork; 3 cr. Prereq.: Permission of the program director. This course is designed to give the student practical experience in labor issues and may take a variety of forms, such as development and execution of a research project requiring collection of data in the field, or practical experience in a labor union office or related institution under special supervision. Students will be assigned appropriate required reading. (May be repeated once for credit provided the project is different.)

**LABST 390. Tutorial.** Hr. to be arranged; 3 cr. per semester. Prereq.: One course in labor studies at the 200 or 300 level, junior standing, and permission of the program director. Further specialization and advanced work involving directed readings and research on a topic chosen by the student and his/her faculty sponsor. Includes regular conferences with the sponsor and preparation of a paper. (A student may receive credit for no more than six tutorial credits in labor studies and may take only one tutorial in a semester.)



# Latin American & Latino Studies

*Director:* Zadia M. Feliciano

*Office:* Kissena 310, 718-997-2895

*Faculty Advisory Board:* Alves, Hinojos, Outes-León, Rodríguez

*Major Offered:* Latin American and Latino Studies  
(State Education Code 26462)

The Latin American and Latino Studies program offers a major and a minor concentration in Latin American area studies, and a minor in Puerto Rican and Latino studies. The program gives students the opportunity to study a full range of disciplinary and interdisciplinary approaches to understanding Latin America and the Caribbean, and the movements and settlement of the peoples and cultures of these regions in the United States. It is a program that combines Latin American studies, Puerto Rican, and Latino ethnic studies.

This major in Latin American area studies is designed to provide a detailed knowledge of the development, institutions, language, and customs of Latin America. It is intended for two categories of students. Those who intend after graduation to go into careers such as inter-American relations, commerce, banking, or journalism will ordinarily take the Latin American area studies concentration. Students with majors in other disciplines such as Hispanic languages and literatures, history, anthropology, sociology, or political science and who intend to pursue graduate work can also choose this major or the minor.

The Latin American area studies major is accepted as an academic major in partial fulfillment for the certificate to teach social studies (Grades 7–12).

Prospective majors should consult with the director. The area courses listed below are offered as a means of acquainting the student with the physical environment of the area, its people, their languages and literatures, contributions to civilization, educational and scientific institutions, arts and music, economic and political problems, history, and relations with one another and with other states. All courses are conducted in English, except those dealing with languages and literatures.

Visiting professors make it possible to offer other courses not listed here. Subjects in Special Problems, offered by different departments, and courses in Special Studies and tutorials for 1, 2, or 3 credits under the Honors Program, allow additional flexibility in arranging a varied program suitable to the needs and interests of the student.

## THE MAJOR

See the box on this page for the specific requirements for the major.

Students majoring in Latin American area studies, either alone or in combination with another department, are required to take LALS 381 or its equivalent in their senior year or, with permission, in their junior year.

## SPECIAL COURSES

**LALS 201. Contemporary Society and Film in Latin America.** 3 hr.; 3 cr. Prereq. or coreq.: ENGL 120W and sophomore standing. A critical examination of both contemporary Latin American society and film. Organized in five thematic blocks, the course challenges the conventional wisdom about modern Latin America and critically assesses four types of film (commercial, educational, documentary, and propaganda) as texts about society. There are readings, written assignments, and class discussions. Fall, Spring

### REQUIREMENTS FOR THE MAJOR IN LATIN AMERICAN AREA STUDIES (MAJOR CODE LAAS-BA)

**Required (30 credits)** 30 credits from the area and language courses listed. The 30 credits must include HIST 105 or 106, PSCI 239 or 259, SPAN 312 or 377 or 378, ECON 212, ANTH 205 or 206, and LALS 381 or its equivalent.

### REQUIREMENTS FOR THE MINOR IN LATIN AMERICAN AREA STUDIES (MINOR CODE LALS-MIN)

The minor consists of 18 credits, which include the following required and elective courses:

#### Required (12 credits)

HIST 105 or 106, PSCI 239 or 259, ANTH 205 or 206, SPAN 312, 377, or 378.

#### Elective (6 credits)

To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

### REQUIREMENTS FOR THE MINOR IN PUERTO RICAN AND LATINO STUDIES (MINOR CODE PRST-MIN)

The minor consists of 18 credits, which include the following required and elective courses:

#### Required (12 credits)

LALS 202, 203, 208, and HIST 355.

#### Elective (6 credits)

The remaining six credits can be selected from LALS 201, 204, 220, 294, 380, 381, 391, and other elective courses receiving prior approval by the director.

Transfer credits satisfying either required or elective courses must be approved by the director.

## LATIN AMERICAN & LATINO STUDIES

**LALS 391. Latin American and Latino Special Problems.** Hr. to be arranged; 3 cr. Prereq.: Permission of the director. Makes provision for intense study in a special field chosen by the student with approval of the director. Open only to upper juniors and seniors whose previous work indicates a special ability to profit from directed, individual work done outside the class. Fall, Spring

### THE MINOR IN LATIN AMERICAN AREA STUDIES

See the box on the previous page for the specific requirements for the minor.

The interdisciplinary minor in Latin American area studies is designed to meet the needs of students with majors in other disciplines and strong interest in the historical, cultural, and political development of the region. It is also suited for a variety of students, including those who intend to pursue graduate work in economics, Hispanic languages and literatures, history, anthropology, or political science.

### THE MINOR IN PUERTO RICAN AND LATINO STUDIES

See the box on the previous page for the specific requirements for the minor.

The Puerto Rican and Latino studies minor offers a variety of pertinent and challenging courses in the social sciences and humanities spectrum. Emphasizing interdisciplinary approaches to learning, these courses focus on Puerto Rican and other Latino/a experiences as these have developed in the United States as well as on the island of Puerto Rico and other parts of the Caribbean and Latin America. Special attention is paid to the historical, political, and cultural developments that have shaped the Puerto Rican and Latino experience in the United States.

Courses dealing with the psychological, political, historical, and cultural aspects of the Latino experience broaden the perspectives of the student who plans to teach or enter other professions such as social work, psychology, counseling, and law. Students in the liberal arts and general social sciences will also find these courses informative and of interest. The minor can be taken in conjunction with the Latin American area studies major or minor, as well as with other major and minor concentrations throughout the college.

Students interested in a bilingual/multicultural education specialization should contact the bilingual education advisor in the Elementary and Early Childhood Education Department. Because specific ethnic and cultural perspectives are an essential part of the preparation of all prospective teachers, we strongly recommend one or more of the following courses that focus on the culture, community, and history of Puerto Ricans and other Latinos in the U.S.: LALS 202 and 203, and HIST 355. For additional course options, as well as transfer equivalencies, all students should consult with the director of Latin American and Latino Studies.

### COURSES

The following courses are offered through Latin American and Latino Studies, Interdisciplinary and Special Studies, and other academic departments.

**LALS 201. Contemporary Society and Film in Latin America.** Hr. to be arranged; 3 cr.

**LALS 202. Field Experience in a Bilingual Hispanic Setting.** 2 hr., 3 hr. fieldwork; 3 cr. Prereq.: SPAN 203 or permission of the instructor. This course gives the student an opportunity to participate in an assigned and supervised field experience in a bilingual school program or social service agency serving the Latino community. The student will be required to gather information, observe, and participate in one of

the many agencies that seek to serve the Puerto Rican and Latino community. The student will examine the role of language and culture in the delivery of social, health, and educational services.

**LALS 203. Puerto Rican and Latino/a Ethnic Identity.** 3 hr.; 3 cr. Explores Puerto Rican and Latino/a identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.

**LALS 204. Caribbean Religions.** 3 hr.; 3 cr. This course is designed to examine the various religious expressions in Cuba, Haiti, Santo Domingo, and Puerto Rico, with a focus on a comparative analysis of Santería, Espiritismo, Christianity, and Voodoo (African origins and Christian rituals).

**LALS 208. The Puerto Rican and the Latin American Woman.** 3 hr.; 3 cr. This course will study the roles, status, thoughts, and actions of the Latin American woman, from pre-Columbian times to the twentieth century. It will focus on women's struggle to understand and reshape their role in a rapidly changing society, and will analyze the traditional sex roles prescribed by society, religion, and women's image in historical and contemporary society.

**LALS 220. Development of Puerto Rican Literature in the United States.** 3 hr.; 3 cr. Prereq.: ENGL 110 and SPAN 112. A survey of the contemporary Puerto Rican literary form that emerged as a unique expression of the experience of the writers in the United States. We will trace this development from the writers in exile to the first- and second-generation New York Puerto Rican writers of poetry, drama, novels, and the essay.





**LALS 294. Art of Puerto Rico and the Hispanic Caribbean.** 3 hr.; 3 cr. A survey in the visual arts of the Greater Antilles, covering the development of the arts in Puerto Rico, Dominican Republic, and Cuba from pre-Columbian times to the twentieth century. We will trace and define Caribbean art through the use of slides, films, and museum visits.

**LALS 380. Tutorial in Puerto Rican and Latino Studies.** 3 hr.; 3 cr. Prereq.: Junior/senior standing and permission of the director. The student will agree to work on a specific project under the guidance and supervision of a faculty member approved by the Latin American and Latino Studies program.

**LALS 381. Latin American Seminar.** 3 hr.; 3 cr. Prereq.: Permission of the director. Designed primarily for seniors majoring in Latin American area studies, but nonmajors with a special interest in such studies may be admitted. Consists of a survey and synthesis of the principal problems of Latin America, stressing the broader aspects and relationships of the materials previously studied. The purpose of the course is to correlate and to bring into final perspective the materials previously studied in the Latin American concentration. It is under the general supervision of the administrative committee. Each student is required to prepare and present a research paper. Fall, Spring

**LALS 391. Latin American Special Problems.** Hr. to be arranged; 3 cr.

**HIST 355. The History of Puerto Rico.** 3 hr.; 3 cr. A survey of Puerto Rican history from pre-Columbian times to the present.

# The Library

*Chief Librarian and Associate Dean:* Kristin Hart

*Associate Professors:* de Luise, Foasberg, Gandhi, Mellone, Oates, Taler, Yearwood; *Assistant Professors:* Czerw, Naughton, Sugrim, Tummino, Walker, Xu; *College Laboratory Technician:* Normal; *Lecturers:* Gomez, Rosenberg; *Higher Education Officers:* Chitty, Tam

*Office:* Rosenthal 318, 718-997-3760

The Library offers credit courses in basic library research methods and information by library faculty and adjuncts. Course-related instruction in a variety of disciplines, both undergraduate and graduate, is also available for classes. These include instruction in online and print access to multiple databases.

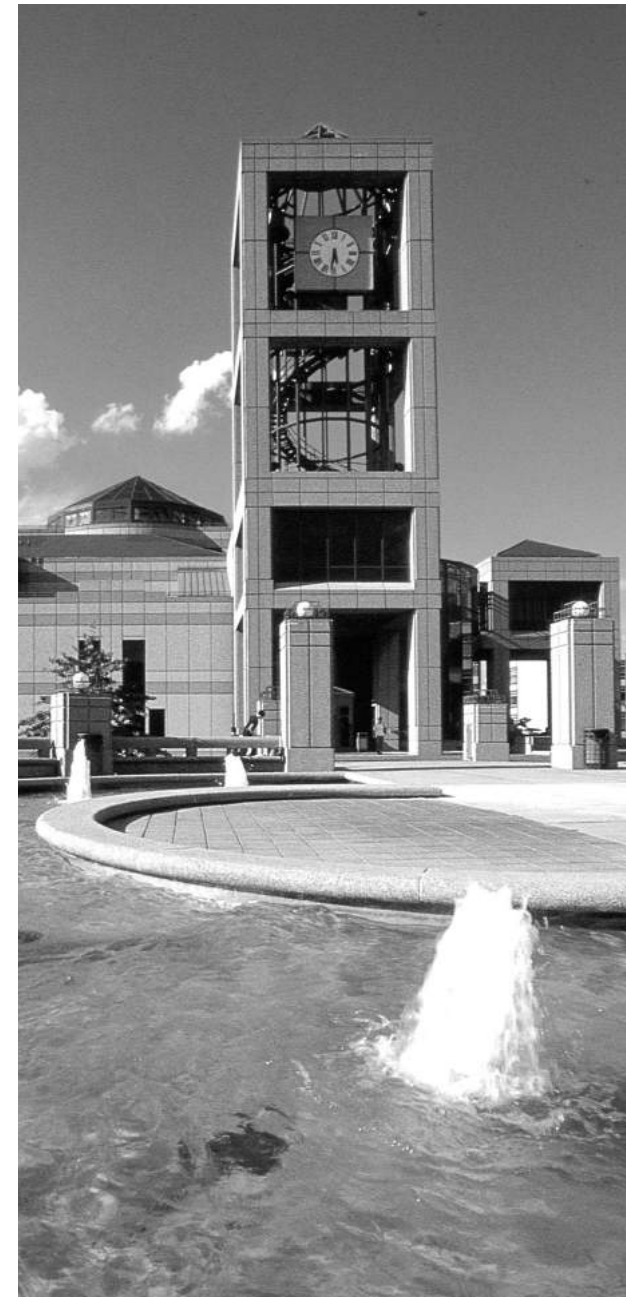
## COURSES

**LIB 100. Information Literacy.** 1 hr.; 1 cr. With the information explosion and the advent of new technologies, information access and retrieval have become more complex. This course is designed to develop the student's ability to access and retrieve from a variety of information sources to meet college research needs. Students will receive an introduction to the organization, access and retrieval of information; a foundation for forming research strategies; and a basis

for evaluating information sources. In addition, students will gain an understanding and respect for the ethical and legal aspects of information and its technologies. Both print and electronic resources will be considered. Not open to students who have taken LIB 150.

**LIB 150. VT: Fundamentals of Library Research.** 2 hr.; 2 cr. Prereq.: ENGL 110 and sophomore standing or permission of the instructor. Development of research skills using discipline-specific resources and strategies. Students will learn to identify their research needs, and how to select, evaluate, and integrate resources into a scholarly product. May be taken twice provided there is no duplication of topics.

**LIB 170. Writing and Library Research Methods.** 3 lec. hrs.; 3 cr. Prereq.: ENGL 110. LIB 170 fulfills the College Writing 2 requirement and builds on the work of ENGL 110 (College Writing 1), in order to teach the conventions of writing in the discipline of the Library. In this variable topics course, students will engage in the research practices and writing valued in one discipline or specific area of inquiry. Students will acquire practical strategies for finding and using academic information within a particular context, in addition to improving their information literacy in a more general sense. The course includes several research and writing assignments, including an annotated bibliography and a formal research paper (or a discipline-appropriate equivalent). (EC2)





## Library & Information Studies

*Chair and Director:* Kwong Bor Ng

*Graduate Advisor:* Roberta Brody

*Dept. Office:* Rosenthal 254, 718-997-3790;  
gslis@qc.cuny.edu

*Professors:* Brody, Cool, Kibirige, Ng; *Associate Professor:* Li; *Assistant Professors:* Sanchez, Thayer, Wu; *Department Secretaries:* Kavanagh, McKee; *Professors Emeriti:* Chelton, Smith, Surprenant

Library and Information Studies offers a 36-credit graduate program leading to the degree of Master of Library Science (MLS), as well as a 30-credit post-master's certificate. The program prepares professionals to work in various information environments, including libraries and information/research centers and function as information specialists, school media specialists and librarians, among other possibilities.

Library/information science consists of a comprehensive, interdisciplinary body of knowledge concerning the creation, communication, location, evaluation, selection, acquisition, analysis, organization, storage, retrieval, preservation, management, dissemination, and use of information (data, concepts, ideas, images) and documents of all types (print and electronic records, sound recordings, video recordings, films, and pictures) that may be used to store and convey this information. Its purpose is to serve the informational needs and interests (artistic, business, economic, educational, recreational, scientific, and technical) of individuals, groups, and institutions.

No undergraduate degree and/or major in library science is available at present.

For further details consult the Graduate School of Library and Information Studies.

### COURSES

The following graduate courses are open to qualified upper-level juniors and seniors as electives with permission of the School and the Office of Graduate Studies. Complete course descriptions are provided in the college's *Graduate Bulletin*.

#### **GLIS 700. The Technology of Information.**

#### **GLIS 701. Fundamentals of Library and Information Science.**

#### **GLIS 702. Information Sources and Service: General.**

#### **GLIS 703. Introduction to Technical Services.**

# Linguistics & Communication Disorders

*Chair:* Michael Newman

*Associate Chair:* Sima Gerber

*Director, Program in Communication Sciences and Disorders:* TBA

*Director, Program in Applied Linguistics:*  
Lauren Hefferman

*Director, Program in General Linguistics:* Robert Vago

Department Secretary: María Cadme

*Department Office:* Queens Hall 300A, 718-997-2870;  
Fax: 718-997-2873

*Professors:* Gelfand, Gerber, Menken (on leave), Newman, Vago (on leave Spring 2021); *Associate Professors:* Haddican (on leave Fall 2020), Ijalba, Kraat (on leave), Martohardjono (at CUNY Graduate Center), Neumann-Werth; *Assistant Professors:* Kaufman, Lowe; *Clinical Professor:* Viccaro; *Lecturers:* Ball (on leave), Brienza, Calvet, Cassano-Repole, Downing, Heffernan, McCaul, Navarra, Stengel-Mohr, Toueg; *Department Secretaries:* Cadme, Oswald, Sprague; *Professors Emeriti:* Cairns, C., Fiengo, Halpern, Stevens; *Professor Emerita:* Cairns, H.; *Associate Professor Emeritus:* Schneider; *Associate Professor Emerita:* Klein

*In memoriam:* Hall, Seliger, Stark

## Queens College Speech-Language-Hearing Center

*Director:* McCaul; *Speech, Language, and Hearing Staff:* Ball, Brienza, Downing, Gerber, Kraat, Lowe, McCaul, Navarra, Neumann, Toueg, Viccaro; *Center Secretaries:* Bile, Sprague

*Center:* Gertz Building, 718-997-2930

*Majors Offered:* Communication Sciences and Disorders (State Education Code 77457), Applied Linguistics: TESOL (State Education Code 26443), General Linguistics (State Education Code 02768)

*Minors Offered:* General Linguistics, Computational Linguistics

Human language is the primary and unifying theme of the Linguistics & Communication Disorders Department. It brings to students an opportunity to explore the richness and diversity of this unique phenomenon. Students are provided with a solid background in linguistics, speech, hearing, and language science—disciplines thoroughly grounded in the liberal arts. They are also able to study first, second, and atypical language acquisition and use, examining similarities and differences in these varied processes. Through the exploration of human speech and language, we hope to impart to the students a deep appreciation and understanding of human nature.

The department houses programs in linguistics and in communication sciences and disorders. The communication sciences program is designed to provide the necessary preparation for students interested in careers in speech-language pathology, audiology, and related scholarly and professional disciplines. One undergraduate track in linguistics prepares students to be teachers of English to speakers of other languages (TESOL); the other is in general linguistics. Minors in general linguistics and computational linguistics are offered as well.

## Department Awards

The Linguistics and Communication Disorders Department presents: the *Cairns Award*, to a student with an excellent academic record in both areas of the department (linguistics and communication disorders); the *Elaine Goran Newman* and *R.M.R. Hall Memorial Awards*, to outstanding students in the discipline of linguistics; and the *Outstanding Scholar Award* and the *Outstanding Service Award*, each to an exceptional student in the discipline of communication disorders.

## THE MAJORS

The department offers majors in Communication Sciences and Disorders, General Linguistics, and Applied Linguistics: TESOL. More detailed information is available in the department office or on the website at [www.qc.cuny.edu/LCD](http://www.qc.cuny.edu/LCD).

## Communication Sciences and Disorders

*Acting Admissions Coordinator:* Sima Gerber  
*Advisors:* Karen Ball (on leave); Stanley Gelfand; Sima Gerber; Elizabeth Ijalba; Yael Neumann-Werth  
This is the study of normal communication and its impairment, and the habilitation and rehabilitation of children and adults with disorders of speech, hearing, and language. It includes pre-professional coursework for students who wish to undertake graduate programs leading to careers as speech-language pathologists and audiologists. Students have the opportunity to observe clinical practice in the Queens College Speech-Language-Hearing Center. The program also introduces basic speech, language, and hearing science in preparation for graduate study in such areas as acoustic phonetics, psychological and physical acoustics, and psycholinguistics.

Students interested in becoming a Communications Sciences and Disorders major must formally apply to be accepted into the minor. Minimum requirements are completion of a minimum of 24 college credits and a

## LINGUISTICS & COMMUNICATION DISORDERS

### REQUIREMENTS FOR THE MAJORS IN LINGUISTICS & COMMUNICATION DISORDERS

#### COMMUNICATION SCIENCES AND DISORDERS (MAJOR CODE CMSCI-BA)

LCD 105, 106, 110, 207, 208, 216, 309, 316, 322, 323, and 330 courses are open only to students admitted to the Communication Sciences and Disorders major through the program's competitive admissions process.

#### Required

*First Level:* LCD 105, 106, and 110. (These three courses must be completed with a GPA of 2.7 (B-), before the student can enroll in LCD 207, 208, or 216.) Students may retake at most one 100-level course, one time.

*Second Level:* LCD 207, 208, 216 (each with a grade of B- or better), and LCD 283. Students may retake at most one 200-level course, one time, if they received a grade below B-.

*Third Level:* LCD 309, 316, 322, 323, and 330 (no more than three of these courses should be taken in a semester). Students may retake at most one 300-level course, if they received a grade of C- or below; PSYCH 214.

#### Electives

One of the following: LCD 120, 130, 205, 206, 392; PSYCH 221, 359; SOC 211.

*Note:* No course will count toward this major with a grade lower than C-.

#### GENERAL LINGUISTICS (MAJOR CODE LING-BA)

Linguistics is the scientific study of language. At Queens College we are privileged to explore this most unique of human abilities, in what has been called the world's language capital, with multilingual and multidialectal students and professors. As a major, you learn about language in three kinds of courses:

- In Foundations classes, you learn the principles of different subfields of linguistics.
- In Applications classes, you learn how language scholars have developed and applied those principles to better understand language and its relationship to society.

- In Research classes, you conduct your own investigations of topics selected with your professors.

- Throughout the program, you acquire skills you can apply professionally or in graduate studies inside or outside language science. Our graduates have gone on to careers in information-technology companies, law, civil service, teaching, health, and many other professions in addition to moving on to graduate study in linguistics and related fields.

#### Required (24 credits)

*Foundations:* LCD 101, 116, 120, 150, 205, 220, 250, 306

#### Electives (15 credits, with at least 6 credits each from Applications and Research)

- *Foundations:* LCD 102, 105, 206W, 209; ANTH/LCD 104; PHIL 109

- *Applications:* LCD 103, 203, 209; EURO 202, 202W; EAST 209; CHIN 314, 317, 318; KOR 317, 318; JPNS 317, 318; ITAL 336; RUSS 327; SPAN 338, 391; ANTH 280, 289, 380

- *Research:* LCD 244W, 324, 360, 380, 388, 396; ANTH 388

*Note:* No course will count toward this major with a grade lower than C-.

#### APPLIED LINGUISTICS: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (MAJOR CODE TESOL-BA)

#### Required

*First Level:* LCD 101/ANTH 108, 102, 120, and 130; *Second Level:* LCD 205/ANTH 285, 206, 220, 240, and 241; either SEYS 201W or EECE 201W and SEYS 221; *Third Level:* LCD 307, 312, 340, 341, 342, and 343; EECE 310W; ECPSE 350.

*Note:* No course will count toward this major with a grade lower than C-.

#### GENERAL REQUIREMENTS

##### Entrance Requirement

Students will be admitted to the major if they have a minimum GPA of 2.75 and are able to demonstrate written academic English proficiency by passing the program's English Language Proficiency Test or providing proof of one of the following external test results: a New York State ELA Regents grade of

85 or greater, a Writing and Language SAT score of 550 or greater, or an English ACT score of 11 or greater.

#### MAINTENANCE REQUIREMENTS

##### Student Teaching Entry Requirements

In addition to the required coursework, candidates will be admitted to LCD 341 (Student Teaching I) only if they have a minimum overall GPA of 2.75 in the major, a minimal final grade of B in LCD 241, and meet the professionalism requirements made by the Education Unit for Entry into Clinical Practice and Student Teaching. Students will be admitted to LCD 342 (Student Teaching II) only if they have earned a B or better in LCD 341.

##### Languages Other Than English

A minimum of 12 credits or the equivalent of study of a language other than English (LOTE). Students may be granted the equivalence of 3–12 LOTE credits of this requirement (without the awarding of actual college credits) by exam.

- **CLEP Exams:** A score of 50 on the CLEP exams (<https://clep.collegeboard.org/world-languages>) in French, Spanish, or German will count as equivalent to 6 credits. A score of 59 in French, 60 in German, and 63 in Spanish will provide the equivalence of 9 credits.

- **NYU Exams:** Other credit equivalence for the purpose of this requirement option includes New York University Foreign Language Proficiency tests, which include more than 40 languages ([www.scps.nyu.edu/academics/departments/foreign-languages/testing/exam-options-results.html](http://www.scps.nyu.edu/academics/departments/foreign-languages/testing/exam-options-results.html)). A score of 12 points will be equivalent to 9 credits, and 16 points to 12 credits.

- **European Union Official Exams:** Level A1 = 3 credits, A2 = 6 credits, B1 = 9 credits, B2 = 12 credits. These exams are given at semi-official cultural institutions such as the Cervantes Institute ([http://nyork.cervantes.es/en/spanish\\_exams/spanish\\_exams\\_info.htm](http://nyork.cervantes.es/en/spanish_exams/spanish_exams_info.htm)), Alliance Française (<https://fiaf.org/>). Istituto Italiano di Cultura ([https://iicnewyork.esteri.it/iic\\_newyork/en/imparare\\_italiano/certificazioni](https://iicnewyork.esteri.it/iic_newyork/en/imparare_italiano/certificazioni)), and the Goethe Institute ([www.goethe.de/ins/us/en/sta/ney/prf.html](http://www.goethe.de/ins/us/en/sta/ney/prf.html)).

## LINGUISTICS & COMMUNICATION DISORDERS

- **Confucius Institute:** For the HSK Chinese Proficiency exams, Level 1 = 3 credits, Level 2 = 6 credits, Level 3 = 9 credits, and Level 4 = 12 credits. Sign up at [www.sunyopt.edu/education/academics/international-programs/confucius-institute/chinese-tests](http://www.sunyopt.edu/education/academics/international-programs/confucius-institute/chinese-tests).
- **ACTFL Exams:** Novice High = 6 credits, Intermediate Mid = 9 credits, and Intermediate High or above = 12 credits. ACTFL offers exams in more languages than any other option. Sign up is at [www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office](http://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office). You must take all four modalities (speaking, listening, reading, and writing), and you will receive the credits corresponding to the modality in which you receive the lowest score. Consequently, this option is best for languages not available through the EU National Exam.

Students may consult with the undergraduate adviser from the QC department if the relevant language is taught at the college in order to determine the appropriate exam level to target.

Scores and credits may be combined so long as they involve different languages (e.g., CLEP 50 in German and 6 college credits of Korean; 4 college credits of Japanese, 8 credits of Spanish). College credits in a sign language (e.g., ASL) are accepted. Other systems of showing LOTE learning (such as Military Language Proficiency Tests) are also acceptable at the discretion of the program. LCD 101 or 102, although they meet the Language College Option Requirements, are not accepted.

### ADDITIONAL COURSE REQUIREMENTS

Two courses in American history: HIST 103 and 104.

### Option for Accelerated Master of Arts in Teaching in Elementary Education

This option will allow qualified students to complete their BA and MA in a shorter period of time and at less cost by taking up to 12 credits of graduate coursework within the BA.

With the permission of the undergraduate and graduate advisors, the following four (4) graduate courses may be taken in place of the regular undergraduate courses in years 3 and 4 of the Applied Linguistics: TESOL BA: EECE 702 (replaces EECE/SEYS 201W); EECE 711 (replaces EECE 310W); ECPSE 550 (replaces ECPSE 350); EECE 520 (replaces LCD 312).

*Note:* Admission into this program is limited to students with a GPA of 3.5 in the major.

### REQUIREMENTS FOR THE MINOR IN GENERAL LINGUISTICS (MINOR CODE )

18 credits as follows: LCD 101, 116, 120, 150, 205, one of 220 or 250

*Note:* No course will count toward this major with a grade lower than C-.

### REQUIREMENTS FOR THE MINOR IN COMPUTATIONAL LINGUISTICS (MINOR CODE CSCICL-MIN)

*Computer Science majors* (18 cr.): LCD 101; one of 102, 110, or 130; 120; 220; 306; and a 300-level CSCI elective in an area of natural-language processing (which may count as an elective for the CS major).

*General Linguistics majors* (18 cr.): CSCI 111, 120, 212, 314, a 300-level CSCI elective in an area of natural-language processing, and a course in probability and statistics (either MATH 114 or MATH 241). If students have the appropriate prerequisites, they are encouraged to take MATH 241 because it provides a stronger foundation for their further study or research in computational linguistics beyond the courses in this minor.

*Other majors* (33 cr.): Students in any other major have to complete both lists of required courses.

The minimum grade in any required course is C-; the minimum combined grade-point average for courses in the minor is 2.7 (B-). At least half the required course credits must be completed at Queens College.

GPA of at least 3.0. Meeting the minimum requirements for admission does not guarantee admission. Further information is available in the LCD department or on the department's website. Preparation for professional work in communication disorders requires completion of a master's degree in speech-language pathology or an AudD degree in audiology.

### General Linguistics

*Advisor:* Robert M. Vago (Fall 2020/Spring 2021 TBA)  
In this program students study the phonological, semantic, syntactic, and morphological aspects of language. They learn the principles underlying linguistic structure, variation, and the role of language in society in monolingual and multilingual populations, with an emphasis on linguistic diversity in New York.

### Applied Linguistics: Teaching English to Speakers of Other Languages (TESOL)

*Advisor:* Dana Calvet

This major prepares students for an Initial Certificate to teach English as a New Language (also called English as a Second Language or English to Speakers of Other Languages) in New York State public schools (all grades). The program involves both elementary and secondary schooling; it provides a student teaching course and field experiences in two methods courses at both levels.

Students must successfully complete the entrance and maintenance requirements for the TESOL major (see below), and undertake the following course work: (1) the general Queens College degree requirements (see Academic Advising Center); (2) requirements for the major (see page 277); and (3) additional certification requirements (see below).

## LINGUISTICS & COMMUNICATION DISORDERS

### Entrance and Maintenance Requirements

#### Entrance Requirements

Students will be admitted to the major if they have a minimum GPA of 2.75 and are able to demonstrate written academic English proficiency. (Additional entrance information is detailed under How to Declare the Major.)

#### Maintenance Requirements

In addition to the required coursework, candidates will be admitted to LCD 341 (Student Teaching I) only if they have a minimum overall GPA of 2.75 in the major, a minimum final grade of *B* in LCD 241, and meet the professionalism requirements made by the Education Unit for Entry into Clinical Practice and Student Teaching. Students will be admitted to LCD 342 (Student Teaching II) only if they have earned a *B* or better in LCD 341.

#### How to Declare the Major

1. Students must have a minimum GPA of 2.75. In order to provide evidence of this, email copies of all prior and current college transcripts to the advisor, Dana Calvet: [dana.calvet@qc.cuny.edu](mailto:dana.calvet@qc.cuny.edu).
2. Students must demonstrate written academic English proficiency by passing the program's English Language Proficiency Test (ELPT) or by providing proof of one of the following external test results: a New York State ELA Regents grade of 85 or greater, a Writing and Language SAT score of 550 or greater, or an English ACT score of 11 or greater. Take the ELPT by visiting the department office in Queens Hall, Room 300A, or by emailing the department secretary, Maria Cadme, at [maria.cadme@qc.cuny.edu](mailto:maria.cadme@qc.cuny.edu), to make an appointment. If submitting test results, email copies of scores to the advisor. Be sure that you have passed the ELPT or submitted equivalent test results before proceeding to the next step.
3. After completing steps 1 and 2, book an appointment with the advisor for initial advisement by visiting

[danacalvet1.youcanbook.me](mailto:danacalvet1.youcanbook.me). During this meeting, you will receive a signed Declaration of Major form and create a schedule of courses.

4. Submit the signed Declaration of Major form to the QC Hub.

### THE MINOR IN GENERAL LINGUISTICS

*Advisor:* Robert M. Vago

Minors are available that are particularly relevant to students who are majoring in English, computer science, philosophy, psychology, and foreign languages, among other fields. See the box on page 277 for requirements.

### THE MINOR IN COMPUTATIONAL LINGUISTICS

*Advisor:* Contact the Computer Science Department. The Computer Science and the Linguistics and Communication Disorders Departments jointly offer a minor in Computational Linguistics that is designed to provide students majoring in Computer Science (BA or BS) or General Linguistics with the necessary interdisciplinary skills for a career in research, application, and technology development of computerized natural-language processing. See the box on page 277 for requirements.

### ADVISEMENT

Students interested in majoring in Communications Sciences and Disorders should contact the program assistant, Gail Oswald ([gail.oswald@qc.cuny.edu](mailto:gail.oswald@qc.cuny.edu)). Those interested in majoring or minoring in General Linguistics and Applied Linguistics/TESOL should contact the department secretary, Maria Cadme ([maria.cadme@qc.cuny.edu](mailto:maria.cadme@qc.cuny.edu)). Those minoring in Computational Linguistics should contact the Computer Science Department.

### CERTIFICATION IN SPEECH-LANGUAGE PATHOLOGY

Preparation for professional work in communication disorders requires completion of a master's degree. Satisfying the requirements for the American Speech, Language, and Hearing Association's (ASHA) Certificate of Clinical Competence in Speech-Language Pathology or Audiology provides the strongest preparation for professional work in this area and the widest flexibility for future employment. Certification by the ASHA requires a master's degree, a specified number of clock hours of supervised clinical practice, a year of employment experience, and the passing of a national examination. Other certifications available with a master's degree include New York State license in Speech-Language Pathology and provisional certification as a Teacher of Children with Speech-Language Handicaps (TCSLH). Students should consult advisors in order to plan programs of study that will lead toward eventual certification by the national professional association.

### COURSES

**LCD 100. Language in Context.** 3 hr.; 3 cr.

The study of linguistics from the social, educational, and work-related contexts in which language is used. Within these contexts, linguistic concepts are introduced and explained.<sup>††</sup>

**LCD 101/ANTH 108. Introduction to Language.** 3 hr.; 3 cr. A survey of the study of language: structure, language, and society, first and second language acquisition, and other related topics. Fall, Spring, Summer (LANG)

**LCD 102. Analyzing Language.** 3 hr.; 3 cr. Developing and evaluating hypotheses about linguistic data drawn from a variety of languages in the areas of sound structure (phonology), word structure (morphology), and sentence structure (syntax). Fall, Spring, Summer (SW, LANG, SCI)

## LINGUISTICS & COMMUNICATION DISORDERS

### **LCD 103. Multilingualism in the United States.**

3 hr.; 3 cr. A reading course with an intersection of topics and concepts from linguistics, sociology, anthropology, psychology, and education, designed for students interested in gaining a deeper understanding of some of the linguistic and cultural groups that make up U.S. society and the issues that surround and confound them. Fall, Spring, Summer (USED)

**LCD 104/ANTH 104. Language, Culture, and Society.** 3 hr.; 3 cr. The role of language as a significant aspect of culture as well as linguistic and cultural diversity around the world are considered in this survey of anthropological linguistics. Fall, Spring

### **LCD 105. Introduction to Psycholinguistics.**

3 hr.; 3 cr. Linguistic and psychological processes underlying communication. Fall

### **LCD 106. Introduction to Communication Disorders.**

3 hr.; 3 cr. The study of speech, language, hearing, and communication disorders in children and adults. Spring

### **LCD 110. Phonetics.**

3 hr.; 3 cr. The nature of speech production; phonetic properties of language; practice in hearing, producing, and transcribing speech sounds. Fall, Spring

### **LCD 116. Introduction to Morphology.**

3 hr.; 3 cr. Morphological theory; how words are formed; rules for determining the meaning and pronunciation of words cross-linguistically. Fall

### **LCD 120. Understanding English Grammar.**

3 hr.; 3 cr. Introduction to the salient characteristics and major patterns of words, phrases, and sentences in English. Fall, Summer

### **LCD 130. The Sound Structure of English.**

3 hr.; 3 cr. The study of the articulation and patterning of sounds in English, with implications for TESOL.‡  
Fall

**LCD 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing relevant to the subject matter of the main course.

Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a writing tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

### **LCD 135W. Linguistics & Communication Disorders Writing Workshop.**

1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.††

**LCD 150. Linguistic Phonetics.** 3 hr.; 3 cr. An introduction to phonetic science as used in linguistic theory and research. It covers how speech sounds in the world's languages are articulated and transcribed with the International Phonetic Alphabet as well as the use of acoustic analysis software to reveal acoustic properties of consonants, vowels, and prosody. Fall

### **LCD 191. Special Problems.**

LCD 191.1, 1 hr.; 1 cr. LCD 191.2, 2 hr.; 2 cr. LCD 191.3, 3 hr.; 3 cr. Prereq.: Permission of the department. Topics to be announced. May be repeated once for credit provided the topic is different.††

### **LCD 203. Languages of the World.**

3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108. A survey of selected aspects of several languages, drawn from different families. There are several writing assignments in this course.††

**LCD 204. Writing Systems.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108. A survey of the histories and structures of writing systems employed by human languages. There are several writing assignments in this course.††

**LCD 205/ANTH 285. Sociolinguistics.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108, or LCD 105, or LCD 104/ANTH 104. Introduction to the study of the relationship between language and society. Sociocultural factors that influence language form, use, and history. Spring, Summer

**LCD 206, 206W. Bilingualism.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108 or LCD 105. Psychological, social, and educational aspects of bilingualism. There are several writing assignments in this course. Spring, Summer

**LCD 207. Anatomy and Physiology for Speech and Language.** 3 hr.; 3 cr. Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6. Study of respiratory, phonatory, articulatory, and nervous systems as they relate to speech production and language systems. Course must be completed with a grade of B– or better to satisfy the major requirement. Fall, Spring

**LCD 208. Hearing Science.** 3 hr.; 3 cr. Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6. Principles of acoustics, anatomy, and physiology of the ear and auditory system, and psychoacoustics. Course must be completed with a grade of B– or better to satisfy the major requirement. Fall, Spring

**LCD 209. Language and Mind.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108 or LCD 105. Influential views in the acquisition of language; the relationship between language and thought; the relation between language and culture/world view.‡‡

‡LCD 116 and 130 are offered in the fall of odd-numbered years.

‡‡LCD 209 and 306 are offered in the spring of alternating years.



## LINGUISTICS & COMMUNICATION DISORDERS

**LCD 216. Language Acquisition.** 3 hr.; 3 cr. Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6. The acquisition of language in children with special attention to linguistic, cognitive, and social development. Course must be completed with a grade of *B–* or better to satisfy the major requirement. Fall, Spring

**LCD 220. Advanced English Syntax.** 3 hr.; 3 cr. Prereq.: LCD 101 and LCD 120. Developing a theoretical framework for the analysis of simple and complex sentences in English. Spring

**LCD 240. Second Language Acquisition and Teaching.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108 and satisfactory performance on the department's English Language Proficiency Test. The application of linguistic science to teaching in language-related areas. Includes a survey of research in the linguistic, psychological, and sociolinguistic aspects of second language acquisition. There is a substantial writing commitment in this course. Spring

**LCD 241. Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.** 3 hr. plus 50 hr. fieldwork; 4 cr. Prereq.: LCD 101, 120, and 130; prereq. or coreq.: LCD 240; SEYS 201W, 221; ECPSE 350; EECE 310. This course is an introduction to the methods and materials used in TESOL/English as a Second Language courses. We will focus on applying these methods to the teaching of the four skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g., audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement in a variety of school settings in conformity with New York State Certification requirements. Classes may sometimes be held at these locations. Spring

**LCD 244W. Language and Social Diversity.** 3 hr.; 3 cr. A research-based course involving sociolinguistics with an international focus, designed for undergraduates with no background in the field. Students explore sociolinguistic research through reading representative but accessible studies and through their own carefully structured research projects. Spring (SS, WC)

**LCD 250. Phonology.** 3 hr.; 3 cr. Prereq.: LCD 101 and 150. This course examines the major sound patterns of human language, as gleaned from a wide variety of languages. This course teaches in a step-by-step fashion the techniques of phonological analysis and the fundamental theories that underpin it. Students will learn how to analyze phonological data, how to think critically about data, how to formulate rules and hypotheses, and how to test them. Spring

**LCD 280/ANTH 280. Language and Social Identity.** 3 hr.; 3 cr. Prereq.: 6 credits in social science or in courses in the Department of Linguistics and Communication Disorders, or by permission of the instructor.

**LCD 283. Quantitative Methods in Communication Sciences and Disorders.** 3 hr.; 3 cr. An introduction to the quantitative analysis of data. Topics include probability, descriptive statistics, basic measurement, hypothesis testing, confidence intervals, simple analysis of variance, and simple correlation. Spring

**LCD 291. Special Problems.** LCD 291.1, 1 hr.; 1 cr. LCD 291.2, 2 hr.; 2 cr. LCD 291.3, 3 hr.; 3 cr. Prereq.: Permission of the department. Topics to be announced. May be repeated once for credit provided the topic is different.††

**LCD 306. Semantics and Pragmatics.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 220. A survey of properties of meaning in language (semantics) and communication

strategies people use when they talk to each other (pragmatics). There is a substantial writing commitment in this course. †† Spring

**LCD 307. Assessment in TESOL.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 340. An introduction to the field of language assessment, with particular emphasis on TESOL. Basic concepts in measurement and statistics, standardized and classroom-based language test development and evaluation, standards-based assessment—with particular reference to New York State ESL and content-area standards—and assessment of specific language skills. How to design classroom-based language tests (objectives- and standards-referenced), to articulate the rationale for a self-designed test, and to become informed users of tests taken by New York State English language learners. Spring

**LCD 309. Speech Science.** 3 hr.; 3 cr. Prereq.: A grade of *B–* or better in LCD 207 and 208. The acoustical components of speech and their physiological correlates: information-bearing elements in the speech signal and their perceptual processing. Fall, Spring

**LCD 312. Literacy and Language Arts in Multicultural Populations.** 3 hr.; 3 cr. Prereq.: LCD 241. This course provides a theoretical and practical background in the issues related to the development of reading and writing for second language, bilingual children, and adolescents. Among the units are the relationships between oral and written language, the role of oral language acquisition and phonemic awareness, the influence of sociocultural factors, developing advanced literacy through the language arts and literature, and the effect of specific language disabilities. The course will include assessment, methods, and materials development. Fall

**LCD 315. Advanced Psycholinguistics.** 3 hr.; 3 cr. Prereq.: LCD 105, or permission of the department. Current research in selected areas of psycholinguistics.††

## LINGUISTICS & COMMUNICATION DISORDERS

**LCD 316. Language and Communication in the School-Aged Child.** 3 hr.; 3 cr. Prereq.: A grade of *B–* or better in LCD 216. Linguistic, cognitive, and communicative development in children with a view toward application in educational settings. Fall, Spring

**LCD 322. Disorders of Speech.** 3 lec., 1 clinical lab. hr.; 4 cr. Prereq.: A grade of *B–* or better in LCD 207. The symptoms, etiology, diagnosis, and treatment of various speech disorders, such as stuttering, disorders of voice and articulation, and speech impairments associated with cleft palate, dysarthria, and motor disorders. Includes laboratory. Fall, Spring

**LCD 323. Disorders of Language.** 3 lec. hr., 1 clinical lab hr.; 4 cr. Prereq.: A grade of *B–* or better in LCD 207 and 216. The symptoms, etiology, diagnosis, and treatment of language disorders in children and adults, such as aphasia, autism, language-learning disabilities, and language disorders associated with cognitive disorders. Fall, Spring

**LCD 324. Linguistic Field Methods and Endangered Languages in Queens.** 3 hr.; 3 cr. Prereq.: LCD 116, 250, and 220. Students take turns eliciting words, sentences, and narratives from a native speaker of an unfamiliar language and collectively work out the rules and patterns of their language based on their responses. Students will learn state-of-the-art techniques in video and audio recording as well as creating time-aligned annotations and linguistic databases. The course will be typologically oriented, meaning we will tackle grammatical themes with a view toward cross-linguistic comparison. It will also be concerned with collecting examples of authentic spoken language and the analysis of (oral) texts. Spring

**LCD 330. Audiology I.** 3 hr.; 3 cr. Prereq.: A grade of *B–* or better in LCD 207 and 208. An introduction to the measurement and evaluation of hearing loss, stressing pure tone audiometry, basic speech audiometry, basic impedance tests, and clinical aspects of masking. An

introduction to hearing aids and aural rehabilitation. Fall, Spring

**LCD 331. Audiology II.** 3 hr.; 3 cr. Prereq.: LCD 330. Diagnostic aspects of audiology, stressing site of lesion testing, basic evaluation of vestibular function, advanced speech audiometry, basic central auditory testing, and non-organic hearing loss.<sup>††</sup>

**LCD 332. Historical Linguistics.** 3 hr.; 3 cr. Prereq.: LCD 210 or 220. Principles of language change. There are several writing assignments in this course.<sup>††</sup>

**LCD 340. Methods and Materials of TESOL: The Content Areas.** 3 hr.; 3 cr. Prereq.: LCD 241; coreq.: LCD 341. Introduction to the theory and practice of language teaching approaches used in TESOL/ESL courses that focus on thematic units and subject areas, i.e., mathematics, science, social studies, and language arts. With particular attention to the development of language and literacy skills, the course will include adaptation of methods and materials to suit non-native speakers of English as well as special education students at the elementary and secondary levels. Fall

**LCD 341. Student Teaching Internship in TESOL I.** 3 hr. plus 20 hr. per week of student teaching; 5 cr. Coreq.: LCD 340. Supervised student teaching in ESL classes at either the elementary or secondary level, plus a weekly seminar at the college. Fall

**LCD 342. Student Teaching Internship in TESOL II.** 3 hr. plus 20 hr. per week of student teaching; 5 cr. Prereq.: LCD 340 and 341. Supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 341, plus a weekly seminar at the college. Spring

**LCD 360. Issues in Linguistic Research.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108. This course focuses on contemporary issues in any of the major branches of

linguistics. May be repeated for credit when topics vary sufficiently. There is a substantial writing commitment in this course.<sup>\*\*\*</sup>

**LCD 380. Research Design and Methods in Linguistics.** 3 hr.; 3 cr. Prereq.: LCD 110 or LCD 130, LCD 205, and LCD 220. The goal of this class is to develop professional research techniques in Linguistics. The course provides students with an opportunity to carry out a research project on a topic of their choosing, which will culminate in a final presentation and a final project. Class will meet weekly in a seminar format. Class meeting time will be divided principally between two types of activities: (i) workshops on research design and data analysis including basic inferential statistical techniques; and (ii) small group work where classmates will discuss problems and progress on student projects.

**LCD 388/ANTH 388. Voices of New York.** 3 hr.; 3 cr. Prereq.: 6 credits in social sciences or in courses in the Department of Linguistics and Communication Disorders, or permission of instructor. A research seminar using sociolinguistic and anthropological perspectives to explore current language use and attitudes in New York. Students will formulate research questions, and design and carry out original field research projects to answer these questions. Fall (SYN)

**LCD 391. Special Problems.** LCD 391.1, 1 hr.; 1 cr. LCD 391.2, 2 hr.; 2 cr. Prereq.: Permission of the department. May be repeated once for credit provided the topic is different.<sup>††</sup>

**LCD 392. Tutorial.** LCD 392.1, 1 hr.; 1 cr. LCD 392.3, 3 hr.; 3 cr. Prereq.: Junior or senior standing. Student research under the direction of a faculty member or members. May be repeated with permission of the department. Fall, Spring

<sup>\*\*\*</sup>LCD 360 is offered in the spring of odd-numbered years.

# Mathematics

*Chair:* Alan Sultan

*Graduate Advisor:* Scott Wilson

*Assistant to the Chair:* Steven Kahan

Undergraduate Advisors: Moshe Adrian (Standard), Martin Braun (Applied), Adam Kapelner (Data Science and Statistics), Alan Sultan (Elementary and Secondary Education)

*Dept. Office:* Kiely 243, 718-997-5800

*Distinguished Professor:* Jiang; *Professors:* Braun, Hanusa, Klosin, Kramer, R. Miller, Mitra, Ovchinnikov, Ralescu, Saric, Sultan, Terilla, Wilson, Zakeri; *Associate Professors:* Lee, Rothenberg, Sabitova, Sisser; *Assistant Professors:* Adrian, Kapelner, Vlamis, Zeng; *Lecturers:* Broges, Chen, Clarke, Eisen, Erlbaum, Kahan, Koroveshi, D. Miller, Pastore, Spitz; *Administrative Coordinator:* Wen

Laboratory Supervisor: End

College Assistants: Chan, Patto, Rydzewski

*Major Offered:* Mathematics (State Education Code 26452)

The Department of Mathematics offers a program for those students who have any of the following interests or objectives: the teaching of mathematics in elementary or secondary schools, the study of computer science or the natural sciences, study in the areas of statistics, actuarial work and other applied areas, and college teaching and research in mathematics.

See the Curriculum section of this *Bulletin* for information on basic skills requirements in mathematics.

## Department Awards

The Mathematics Department offers the *Eva and Jacob Paulson Memorial Award*, the *Banesh Hoffman Memorial Award*, the *Arthur Sard Memorial Award*,

the *Claire and Samuel Jacobs Award*, and the *Mrs. Neela Kulkarni Prize*, all presented to graduating seniors for excellence in mathematics; the *Dr. Nick Metas Memorial Award* for a graduating senior who is beginning a PhD program in pure or applied mathematics; the *S. and D. Kulkarni Memorial Awards* for excellence in complex analysis and in differential geometry; the *Thomas A. Budne Memorial Award*, presented to a non-graduating student for special talent and creativity in mathematics; and the *Joseph Hershenov Prize*, presented to a student tutor in the math department. To be eligible for these awards, a student must have a high GPA in mathematics and must have taken courses beyond the minimum requirement for a major.

## THE MAJORS

Students majoring in mathematics may choose from one of the following options: the pure mathematics option, the applied mathematics option, the data science and statistics option, the secondary education option, or the elementary education option. All students must have completed MATH 151 and 152 or the equivalents. (The following sequences of classes are considered the equivalents of MATH 151 and 152: MATH 141, 142, and 143; MATH 131, 132, and 143; MATH 151, 142, and 143; MATH 157 and 158.)

All majors must file an approved concentration form by the end of the upper sophomore semester. The six additional courses required for the major must be part of this concentration form.

### The Pure Mathematics Option

See the box on the next page for the specific requirements for this major.

### The Applied Mathematics Option

See the box on the next page for the specific requirements for this major.

### The Secondary Education Option

See the box on the next page for the specific requirements for this major.

Each student taking this option should consult the Secondary Education and Youth Services Department about requirements for professional education courses leading to teacher certification (718-997-5150). In addition, the student must visit Prof. Alan Sultan (718-997-5800) of the Mathematics Department by the end of the upper sophomore year. Prof. Sultan will meet with the student at least once a year to coordinate the student's program.

### The Data Science and Statistics Option

Each student taking this option must visit the Data Science and Statistics advisor by the end of the upper sophomore year. The advisor will meet with the student at least once a year to coordinate the student's program. See the box on the next page for the specific requirements for this major.

### The Elementary Education Option

This option is available only to students enrolled in the Elementary and Early Childhood Education program (718-997-5300). See the box on page 284 for the specific requirements for this major. In addition, the student must visit Prof. Alan Sultan (718-997-5800) of the Mathematics Department by the end of the upper sophomore year. Prof. Sultan will meet with the student at least once a year to coordinate the student's program.

### Special Requirements

A course given by the Department of Mathematics in which a grade of *D+* or lower is obtained cannot be used for the major without written permission from the chair.

It is recommended, but not required, that students who expect to work for a doctoral degree in mathematics secure as early as possible a reading knowledge of at least two of the following languages: French, German, and Russian.

## MATHEMATICS

### REQUIREMENTS FOR THE MAJORS IN MATHEMATICS (MAJOR CODE MATH-BA)

All students must have completed MATH 151 and 152 or the equivalent(s).

### THE PURE MATHEMATICS OPTION (CONCENTRATION CODE MATH-PURE)

**Required:** MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 310, and 333, and eight elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 271, 272, or 385). Two of the following courses may be taken to fulfill elective requirements: CSCI 111, CSCI 320, PHYS 207, PHYS 243. (Some of these elective courses require a prerequisite (CSCI 220 or PHYS 146.4) that does not count toward the math major, but would count toward a major or minor in that subject.)

It is recommended that all pure math majors take computational courses such as MATH 250 or CSCI 111. Students who aim for Honors in Mathematics or who intend to continue their studies toward an eventual master's or PhD degree in mathematics are encouraged to take the more advanced and theoretical 300-, 600-, and 700-level courses.

At least eighteen credits of these required and elective courses must be taken at Queens College.

### THE APPLIED MATHEMATICS OPTION (CONCENTRATION CODE MATH-APPL)

**Required:** MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 241, CSCI 111 (or MATH 250), six elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 271, 272, or 385), and the courses from one of the following specialization tracks.

**Computer Science:** Three computer science courses numbered CSCI 211 or higher that each carry 3 or more credits.

**Economics:** ECON 101, 102, 201 (or 226), and 202 (or 225).

**Sciences:** Any four courses that carry 3 or more credits from the following list:

BIOL 105 and above

CHEM 113 and above

ENSCI 100 and ENSCI 112 and above

GEOL 101 and above

PHYS 145, 146, and PHYS 221 and above

The set of courses followed must form a meaningful concentration approved by the department.

**Psychology:** PSYCH 101 and any three psychology courses numbered PSYCH 214 or higher.

**Operations Research:** Three additional MATH courses to make a total of nine elective courses. The nine courses must include MATH 247 (or 248), 369 (or 633), and 623.

**Custom track:** A series of courses making up a meaningful program in an area in which mathematics has significant application. This series must be approved by the department.

At least eighteen credits of these required and elective courses must be taken at Queens College.

### DATA SCIENCE AND STATISTICS OPTION (CONCENTRATION CODE MATH-DSS)

**Required:** MATH 151 and 152 (or the equivalents), 201, 231 (or 237), 241, 310 (or 320), 341, 342, 368 (or 621), 369 (or 633); CSCI 111, 212 (or 211); ECON 382, 387; and DATA 205 (or BIOL 230 or MATH 242). We recommend that MATH 241 be taken before DATA 205 (or BIOL 230). There is an additional requirement of three electives from list A and one elective from list B. Note that no course may be counted as both a required and an elective course. At least twenty credits of these required and elective courses must be taken at Queens College.

**List A:** SOC 235, CSCI 48, CSCI 211, CSCI 212, CSCI 220, CSCI 240, CSCI 313, BUS 386, BIOL 330, PSYCH 323, or one relevant course not on this list (upon prior approval by your advisor).

**List B:** MATH 202, 220, 223, 232, or any MATH course 310 and above.

The university also has general education requirements. There are many general education courses that involve data science concepts; these can be beneficial for a student choosing the Data Science and Statistics option. We recommend the following courses, listed with the core code(s) that are fulfilled: LCD 101 (SW/LANG/SCI), LCD 102 (LANG), PSCI 100 (USED), PSYCH 101 (SW/SCI), PSYCH 213W (LPS/SW/SCI), and SOC 101 (IS).

Note that LCD 101 and LCD 102 are highly recommended for the student who wishes to learn natural language processing, an important aspect of modern data science.

### THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)

**A co-major in SEYS is required; see SEYS.**

**Required:** MATH 151 and 152 (or the equivalents), 201, 220, 231 (or 237), 241, 333 (or 613), 385, 505 and 518; CSCI 111, CSCI 112 or one of PHYS 121, 145. Three or four additional courses as follows: *Three* additional courses chosen from Lists X and Y below, of which at least *two* must be from List X, *or* four additional courses chosen from Lists X and Y below, of which at least *one* must be from List X.

**List X:** MATH 310, 317 (or 617), 609, 612, 618, 619, 626, and 634. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 317 (or 617), 618, and 619.

**LIST Y:** MATH 202, 213W, 223, 232, 242, 245, 247, 248, 320 and all 500- and 600-level courses not already used to satisfy the above requirements. MATH 202 is usually required for entry into master's degree programs in mathematics.

**A year of college physics is recommended.**

## MATHEMATICS

### THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE MATH-ELEM)

**Required:** MATH 119, 141–143 (or 151–152), 220, 231, 241, 509, 518 (or 618) and CSCI 12 or higher. One additional math course will be chosen with the advice and approval of the student's department advisor. Each student must obtain a department advisor by the beginning of the junior year. A student pursuing this option is required to declare and complete a second major in EECE.

At least nine credits of these required and elective courses must be taken at Queens College.

### REQUIREMENTS FOR THE MINOR IN MATHEMATICS (MINOR CODE MATH-MIN)

**Required:** MATH 201, 231 and at least 10 credits from other 200-, 300-, 600-, and 700-level MATH courses, not including MATH 271, 272, or 385. Nine credits must be taken at Queens College. (Elementary education students should consult that department for their special requirements for a minor in mathematics.)

### Special Requirements

A course given by the Department of Mathematics in which a grade of *D+* or lower is obtained cannot be used for the major without written permission from the chair.

It is recommended, but not required, that students who expect to work for a doctoral degree in mathematics secure as early as possible a reading knowledge of at least two of the following languages: French, German, and Russian.

### THE MINOR

A minor in mathematics is offered to any student who completes at least 15 credits in a coherent program of mathematics courses. See the box on this page for the specific requirements for the minor.

The student's program must be approved by the department; a concentration form must be filed with and approved by the department by the end of the student's lower junior semester. An overall GPA of at least 2.0 in courses numbered 171 or higher is required, and no

course in which a grade below *C–* is obtained will be recognized as fulfilling the requirements for a minor.

### Actuarial Examinations

Those intending to take the Society of Actuaries examinations should take calculus through MATH 201 and MATH 241. In addition, the following courses will be helpful:

- *For Exam P on Probability:* MATH 242, 271, 272, 621, and 633. (MATH 633 is particularly important.)
- *For Exam FM on Financial Mathematics:* MATH 116 and BUS 241. Also recommended is self-study of the Actex Publications text *Mathematics of Investment and Credit* by S. Broverman.

### COURSES

All students planning to take a course in calculus should follow the results of the mathematics placement examination. MATH 113 and 114 do *not* prepare students for calculus; they are designed for nonmathematics and nonscience students who want to take a course in mathematics appreciation or in probability and statistics.

In order to register for a course offered by the Department of Mathematics, a student must complete the appropriate prerequisite course(s), if any, with a grade of *C–* or better. This requirement can be waived only upon approval of the chair.

**MATH 110. Mathematical Literacy—An Introduction to College Mathematics.** 3 hr.; 3 cr. Mathematical literacy necessary for success in today's highly technological society. Students will gain hands-on experience in solving real world problems in such diverse areas as law, medicine, and politics. Applications include analysis of election results and voting schemes, interpretation of medical data, and study of the nature of fair political representation. Mathematical topics covered will include an introduction to probability and statistics through normal curves and confidence

intervals; exponential and logistic growth models; and the algebraic skills necessary for all the applications covered. Extensive use will also be made of today's sophisticated graphing calculators. Successful completion of the course satisfies the Basic Skills Requirement in Mathematics and prepares students for MATH 113, 114, 116, and 119. Not open to students who are taking or have received credit, including transfer credit or advanced placement credit, for any precalculus or calculus course. (MQR)

**MATH 113. Ideas in Mathematics.** 3 hr.; 3 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra. A liberal arts mathematics course for nonmathematics, nonscience majors. Will explore several areas of mathematics to give the student an appreciation of the significance of mathematics, both in terms of its applications and of its place in the history of civilization. Subject matter drawn from virtually the entire spectrum of modern mathematics, including such areas as calculus, probability, game theory, number theory, set theory, logic, non-Euclidean geometry, topology, and group theory. Not open to students who have received credit for MATH 201 (unless permission of the chair is obtained). Fall, Spring

**MATH 114. Elementary Probability and Statistics.** 3 hr.; 3 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra. An introduction to mathematical probability and statistics for the general student. Not open to mathematics, physics, or chemistry majors, or to students receiving credit for MATH 114W, 241, 611, 621, or 633. Fall, Spring (MQR)

**MATH 114W. Elementary Probability and Statistics.** 4 hr.; 4 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra and ENGL 110. An introduction to mathematical probability and statistics for the general student with a writing-intensive component. Includes the material in MATH 114, as well as additional topics such as

## MATHEMATICS

sampling methods, research design, and composing and conducting surveys, explored through student research and writing assignments. Not open to mathematics, physics, or chemistry majors, or to students receiving credit for MATH 114, 241, 611, 621, or 633. Fall, Spring (MQR)

### **MATH 115. College Algebra for Precalculus.**

3 hr.; 3 cr. Prereq.: Knowledge of elementary algebra. Topics include linear, polynomial, rational, and radical expressions as mathematical models; solving equations and systems of equations that arise through the application of these models. Not open to students who are taking or have received credit, including transfer credit or advanced placement credit, for any precalculus or calculus course.

### **MATH 116. Mathematics of Finance.**

3 hr.; 3 cr. Prereq.: Knowledge of intermediate algebra. Topics include simple interest, compound interest, mortgages, bonds, depreciation, annuities, and life insurance. Fall, Spring

### **MATH 119. Mathematics for Elementary School Teachers.**

3 hr.; 3 cr. This course is designed to make prospective elementary schoolteachers aware of the beauty, meaning, and relevance of mathematics. Topics are taken from those areas of mathematics that are related to the elementary school curriculum, and emphasis is placed on clearing up common misunderstandings of mathematical concepts and results. Fall, Spring (MQR)

### **MATH 120. Discrete Mathematics for**

**Computer Science.** 3 hr.; 3 cr. Prereq.: MATH 122 or the equivalent. This course lays the groundwork for further courses in discrete mathematics and theoretical computer science. Topics include sets, functions, relations, formal logic (propositional and predicate calculus); elementary number theory; elementary combinatorics and discrete probability; introductory abstract algebra, monoids, and groups. Not open to students who have received credit for MATH 220. Fall, Spring (MQR)

**MATH 122. Precalculus.** 4 hr.; 4 cr. Prereq.: Three years of high school math or MATH 115. This course offers a thorough introduction to the topics required for calculus. Topics include real and complex numbers, algebra of functions, the fundamental theorem of algebra, trigonometry, logarithms, and exponential functions, conic sections, and the use of graphing calculators. Students unsure of their preparation for calculus are advised to take the Queens College mathematics placement test. Not open to students who have received credit, including transfer credit or advanced placement credit, for any calculus course. (MQR)

### **MATH 128. Mathematical Design.**

3 hr.; 3 cr. Prereq.: MATH 115 or the equivalent. Students will program computers to create digital art based on mathematical exploration of two-dimensional geometry. Topics include transformations of the plane, trigonometric functions, polar coordinates, parametric functions, and Mobius transformations. No prior experience in programming is necessary. (MQR)

### **MATH 131. Calculus with Applications to the**

**Social Sciences I.** 3 hr.; 3 cr. Prereq.: MATH 122, or a grade of A- or above in MATH 115, or permission of the department. Introduction of the fundamental ideas and techniques of calculus to nonscience students. Special emphasis is given to applications. Topics include functions and graphs; derivatives and differentiation techniques; the marginal concept in economics; optimization methods; compound interest; exponential and logarithmic functions. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Fall, Spring (MQR)

### **MATH 132. Calculus with Applications to the**

**Social Sciences II.** 3 hr.; 3 cr. Prereq.: MATH 131. A continuation of MATH 131. Topics include limits and continuity; mean value theorem; antiderivatives; integrals and integration techniques; applications of the definite integral; the calculus of logarithmic,

exponential, and trigonometric functions. This course prepares students who have taken MATH 131 to continue into MATH 143.

### **MATH 135W. Writing Workshop.**

1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

### **MATH 141. Calculus/Differentiation.**

3 hr.; 3 cr. Prereq.: MATH 122, or placement by departmental exam, or permission of the department. The first part of a three-semester sequence (MATH 141, 142, 143) covering the same material as MATH 151 and 152. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Fall, Spring (MQR)

### **MATH 142. Calculus/Integration.**

3 hr.; 3 cr. Prereq.: MATH 141. A continuation of MATH 141. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 141 or MATH 151. Fall, Spring (MQR)

### **MATH 143. Calculus/Infinite Series.**

3 hr.; 3 cr. Prereq.: MATH 132 or 142. MATH 151 does not satisfy the prerequisite. A continuation of MATH 142. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 131, MATH 132, MATH 141, MATH 142 or MATH 151. Fall, Spring (MQR)

## MATHEMATICS

### **MATH 151. Calculus/Differentiation and**

**Integration.** 4 hr.; 4 cr. Prereq.: Grade of B- or above in MATH 122 or permission of the department. The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics, physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the mean value theorem, points of inflection, curve sketching, and antiderivatives. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Not open to students who have received either a *D* or *F* in MATH 141. Fall, Spring (MQR)

### **MATH 152. Calculus/Integration and Infinite**

**Series.** 4 hr.; 4 cr. Prereq.: MATH 151. Deals with several aspects of differential and integral calculus. Among the topics studied are the definite integral, applications of the definite integral, the differentiation of logarithmic, exponential, and inverse trigonometric functions, integration, indeterminate forms, improper integrals, infinite series, and expansions of functions. Applications to problems of geometry and physics. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 151. Fall, Spring (MQR)

### **MATH 157, 158. Honors Calculus I, II.** 4 hr.;

4 cr. each semester. Prereq.: Permission of the chair. Intensive courses that are the first year of a two-year sequence (MATH 157, 158, 207, 208) that will cover elementary and advanced calculus. A rigorous treatment of calculus from a modern point of view is given. The best mathematics students are urged to take this course. Students taking this



## MATHEMATICS

course can receive advanced placement credit for calculus courses taken in high school. Not open, without permission of the department chair, to students who have passed MATH 141 or 151. 157–Fall; 158–Spring (MQR)

**MATH 190. Studies in Mathematics.** MATH 190.1–190.6, 1–6 hr.; 1–6 cr. Prereq.: Permission of the chair. Topic announced in advance. May be repeated for credit if topic is different.††

**MATH 201. Multivariable Calculus.** 4 hr.; 4 cr. Prereq.: MATH 143 or 152. A continuation of the work of MATH 143 or 152. The topics include polar coordinates, vectors, solid analytic geometry, vector-valued functions, double and triple integrals, functions of several variables, partial derivatives. Wherever possible, applications are made to problems of geometry and physics. Fall, Spring (MQR)

**MATH 202. Advanced Calculus.** 4 hr.; 4 cr. Prereq.: MATH 201 and either MATH 231 or 237, or permission of the chair. Vector-valued functions, higher-order derivatives, maxima and minima of functions of several variables, integrals over paths and surfaces, vector analysis. Fall, Spring (MQR)

**MATH 207, 208. Honors Calculus III, IV.** 4 lec. hr., 1 conf. hr. and independent work; 5 cr. each sem. Prereq.: MATH 158 or 201 and permission of the chair. Continuation of Honors Calculus I and II (MATH 157, 158), including topics of advanced calculus. 207–Fall; 208–Spring

**MATH 220. Discrete Mathematics.** 3 hr.; 3 cr. Prereq.: One semester of calculus or permission of the instructor. Topics taken from the subjects of logic and switching circuits, set theory, combinatorics, graph theory, and their applications. Not open to students who have received credit for MATH 120. Fall

**MATH 223. Differential Equations with Numerical Methods I.** 3 hr.; 3 cr. Prereq.: MATH 201 and 231. First order linear, separable, and exact equations; second order linear equations; series solutions; existence and uniqueness theorem; numerical solutions; applications. Fall, Spring

**MATH 224. Differential Equations with Numerical Methods II.** 3 hr.; 3 cr. Prereq.: MATH 223, and either MATH 231 or 237. Linear systems of equations; stability of linear systems, orbits, phase portraits, periodic solutions, stability; boundary value problems; applications. Fall

**MATH 231. Linear Algebra I.** 4 hr.; 4 cr. Prereq.: One semester of calculus. An introduction to linear algebra with emphasis on techniques and applications. Topics to be covered include solutions of systems of linear equations, vector spaces, bases and dimension, linear transformations, matrix algebra, determinants, eigenvalues, and inner products. Not open to students who are enrolled in or who have completed MATH 237. Fall, Spring (MQR)

**MATH 232. Linear Algebra II.** 3 hr.; 3 cr. Prereq.: MATH 231. A second course in linear algebra. Topics include a continuation of matrices and linear transformations, canonical forms, invariants, equivalence relations, similarity of matrices, eigenvalues and eigenvectors, orthogonal transformations and rigid motions, quadratic forms, bilinear maps, symmetric matrices, reduction of a real quadratic form and applications to conic sections and quadric surfaces. Not open except by permission of the chair to students who are enrolled in or who have completed MATH 237. Fall

**MATH 237. Honors Linear Algebra.** 4 hr.; 4 cr. Prereq.: Permission of the chair. An intensive course in linear algebra for superior mathematics students. Not open to students who are enrolled in or who have completed MATH 231.†† (MQR)

**MATH 241. Introduction to Probability and Mathematical Statistics.** 3 hr.; 3 cr. Prereq. or coreq.: 143 or 152. An introduction to the basic concepts and techniques of probability and statistics with an emphasis on applications. Topics to be covered include the axioms of probability, combinatorial methods, conditional probability, discrete and continuous random variables and distributions, expectations, confidence interval estimations, and tests of hypotheses using the normal, t-, and chi-square distributions. Students taking this course may not subsequently receive credit for MATH 114, except by permission of the chair. Not open to students who are taking or who have received credit for MATH 611. Fall, Spring (MQR)

**MATH 242. Methods of Mathematical Statistics.** 3 hr.; 3 cr. Prereq.: MATH 241. A study of those methods of mathematical statistics that are most frequently used in the natural and social sciences, as well as actuarial science. Topics include estimation testing of statistical hypotheses, nonparametric tests, analysis of variance, correlation and regression analysis, and other methods of statistical analysis. Fall

**MATH 245. Mathematical Models.** 3 hr.; 3 cr. Prereq.: MATH 132 or 142 or 152, and permission of the instructor. Construction, analysis, and assessment of mathematical models as they arise in the physical, biological, and social sciences. Specific topics to be announced in advance. May be repeated for credit with permission of the chair. Spring

**MATH 247. Linear Programming and Game Theory.** 3 hr.; 3 cr. Prereq.: MATH 231 or 237. Methods for handling optimization problems that arise in management, engineering, physical sciences, and social sciences. Topics include convex geometry, the simplex algorithm, duality theory, and the Von Neumann minimax theorem of game theory. Fall



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**MATH 248. Nonlinear Programming.** 3 hr.; 3 cr. Prereq.: MATH 201 and either MATH 231 or 237. Iterative methods for solving nonlinear optimization problems; techniques for handling problems with and without constraints; termination criteria and convergence analysis. Spring

**MATH 250. Mathematical Computing.** 3 hr.; 3 cr. Prereq.: One semester of calculus. Introduction to a mathematical programming language such as Mathematica, Maple, MATLAB, or Sage. Students will learn algorithmic thinking and apply these ideas to explore problems arising in various areas of mathematics. No prior experience in programming is necessary.

**MATH 271. Actuarial Mathematics I.** 1 hr.; 1 cr. Prereq.: MATH 241 (or 611); coreq.: MATH 201. The first part of a two-semester sequence. Covers material in calculus-based probability and actuarial mathematics required for Exam P (Probability), an examination given by the Society of Actuaries. Fall

**MATH 272. Actuarial Mathematics II.** 1 hr.; 1 cr. Prereq.: MATH 271 or permission of the instructor; coreq.: at least one of MATH 633 (preferred), 242 or 621. The second part of a two-semester sequence. Covers material in calculus-based probability (with an emphasis on topics from multivariable calculus such as double integrals) and actuarial mathematics required for Exam P (Probability), an examination given by the Society of Actuaries. Spring

**MATH 290. Studies in Mathematics.** MATH 290.1–290.6, 1–6 hr.; 1–6 cr. Prereq.: Permission of the chair. Topic announced in advance. May be repeated for credit if topic is different.††

**MATH 310. Elementary Real Analysis.** 3 hr.; 3 cr. Prereq.: MATH 201. Rigorous introduction to functions of a real variable. Topics include real numbers and the completeness property; limits of sequences; elementary topological concepts; continuity and uniform continuity;

sequences and series of functions, derivatives; Taylor's theorem; the Riemann integral. Fall

**MATH 317. Foundations of Analysis.** 3 hr.; 3 cr. Prereq.: MATH 201. Language of logic and set theory; relations and functions; Peano systems; iterative processes; the natural numbers; integers and integral domains; rational numbers and fields; completeness and the real numbers; alternative characterizations of the real numbers; Archimedean order. Undergraduate students may elect MATH 617 in place of MATH 317. Students may not take both courses. Spring

**MATH 320. Introduction to Point Set Topology.** 3 hr.; 3 cr. Prereq. or coreq.: MATH 201. Presents the basic concepts and some of the fundamental results of point-set topology. Spring

**MATH 328. Introduction to Partial Differential Equations.** 3 hr.; 3 cr. Prereq.: MATH 223. Topics covered include partial differential equations, Fourier series, and boundary value problems. Spring

**MATH 333. Introduction to Algebraic Structures.** 3 hr.; 3 cr. Prereq.: MATH 231. Theory of groups, including cyclic and permutation groups, homomorphisms, normal and factor groups. Theory of rings, integral domains, field of quotients, maximal and prime ideals, rings of polynomials, field extensions. Students may not take both MATH 333 and 613. Fall

**MATH 337. Honors Abstract Algebra.** 3 hr.; 3 cr. Prereq.: Permission of the chair. An intensive course for students intending to do advanced work related to mathematics. Definitions, examples, and basic properties of groups, rings, fields, and vector spaces. (Credit may not be received for both MATH 337 and either MATH 333 or 613. It is suggested that students needing a slower presentation of abstract algebra register for MATH 333 or 613 instead.)††

**MATH 341. Bayesian Models in Data Science and Predictive Analytics.** 3 hr.; 3 cr. Prereq.: MATH 241; coreq.: MATH 231. Statistical modeling using the Bayesian framework: estimation, confidence sets, hypothesis testing, prediction, and computing. Emphasis on real-world applications in econometrics. Spring

**MATH 342. Data Science via Machine Learning and Statistical Modeling.** 4 hr. lec.; 2 hr. lab; 4 cr. Prereq.: MATH 231, MATH 241, CSCI 111 (or equivalent). Philosophy of modeling and learning using data. Prediction using linear, polynomial, interaction regressions, and machine learning, including neural nets and random forests. Probability estimation with asymmetric cost classification. Underfitting versus overfitting and R-squared. Model validation. Correlation versus causation. Interpretations of linear model coefficients. Formal instruction of statistical computing. Data manipulation and visualization using modern libraries. Spring

**MATH 368. Advanced Probability.** 3 hr.; 3 cr. Prereq.: MATH 201, 231, and 241. Binomial, Poisson, normal, and other distributions. Random variables. Laws of large numbers. Generating functions. Central limit theorem. Not open to students who are taking or who have received credit for MATH 621. Students cannot receive credit for both MATH 368 and MATH 621.

**MATH 369. Advanced Statistics.** 3 hr.; 3 cr. Prereq.: MATH 201, 231, and 241. Advanced topics in statistics, including statistical inference. Not open to students who are taking or who have received credit for MATH 633. Students cannot receive credit for both MATH 369 and MATH 633.

**MATH 385, 385W. Mathematical Foundations of the Secondary School Curriculum.** 6 hr.; 4 cr. Prereq.: MATH 201, SEYS 201, 221 and permission of the instructor. Designed to give prospective secondary school mathematics teachers an understanding of the mathematics they will be teaching as well as the

## MATHEMATICS

history of mathematics. An examination will be made of the thought underlying the secondary curriculum, from a consideration of the nature of mathematics and mathematical thought to the construction of simple mathematical models drawn from secondary school topics. Students work in small groups to create and implement lessons. Spring

**MATH 390. Studies in Mathematics.** MATH 390.1–390.6, 1–6 hr.; 1–6 cr. Prereq.: 3.0 department average or permission of the department. The topic will be announced in advance. This course may be repeated for credit provided the topic is not the same.<sup>††</sup>

**MATH 391, 392. Special Problems.** MATH 391.1–391.5, 1–5 hr.; 1–5 cr., MATH 392.1–392.5, 1–5 hr.; 1–5 cr. each sem. Prereq.: Junior or senior standing and permission of the chair. Each student works on a minor research problem under the supervision of a member of the department. Only students of exceptional mathematical ability and promise are admitted to the course.<sup>††</sup>

**MATH 395. Honors Seminar I.** MATH 395.1–395.6, 1–6 hr.; 1–6 cr.. Prereq.: Permission of the instructor. A specific area of current research interest will be studied. As the specific material covered may vary from year to year, this course may be taken for credit more than once if the subject matter changes.<sup>††</sup>

**MATH 396. Honors Seminar II.** MATH 396.3–396.6, 3–6 hr.; 3–6 cr. Prereq.: MATH 395. Continuation of MATH 395.<sup>††</sup>

## THE FOLLOWING GRADUATE COURSES ARE OPEN TO QUALIFIED UNDERGRADUATE STUDENTS

Consult the *Graduate Bulletin* for course descriptions and information.

- MATH 503. Mathematics from an Algorithmic Standpoint.**
- MATH 505. Mathematical Problem-Solving.**
- MATH 509. Set Theory and Logic.**
- MATH 518. College Geometry.**
- MATH 524. History of Mathematics.**
- MATH 525. History of Modern Mathematics.**
- MATH 550. Studies in Mathematics.**
- MATH 555. Mathematics of Games & Puzzles.**
- MATH 601. Discrete Mathematics for Computer Science.**
- MATH 609. Introduction to Set Theory.**
- MATH 612. Projective Geometry.**
- MATH 613. Algebraic Structures.**
- MATH 614. Functions of Real Variables.**

- MATH 616. Ordinary Differential Equations.**
- MATH 617. Number Systems.**
- MATH 618. Foundations of Geometry.**
- MATH 619. Theory of Numbers.**
- MATH 621. Probability.**
- MATH 623. Operations Research (Probability Methods).**
- MATH 624. Numerical Analysis I.**
- MATH 625. Numerical Analysis II.**
- MATH 626. Mathematics and Logic.**
- MATH 628. Functions of a Complex Variable.**
- MATH 630. Differential Topology.**
- MATH 631. Differential Geometry.**
- MATH 632. Differential Forms.**
- MATH 633. Statistical Inference.**
- MATH 634. Theory of Graphs.**
- MATH 635. Stochastic Processes.**
- MATH 636. Combinatorial Theory.**
- MATH 650. Studies in Mathematics.**

# Media Studies

*Chair:* Mara Einstein

*Director, Graduate Program in Media Studies:*  
Roopali Mukherjee

*Department Office:* G Building 100, 718-997-2950

*Professors:* Beloff, Buchsbaum, Einstein, Maxwell, Rushkoff; *Associate Professors:* Fuqua, Herzog, Mukherjee; *Assistant Professors:* Hinojos, Hunt-Ehrlich, Tsika, Yeo; *Visiting Professor:* Rivera; *Lecturer:* Cornell; *College Laboratory Technicians:* Ruiz, Sun; *Department Secretary:* Mandoukos

*Majors Offered:* Media Studies (State Education Code 02702); Film Studies (State Education Code 81206)

Courses in the department provide students with a better understanding of self and society through a comprehensive overview of media institutions, forms, contents, creative processes, and social effects. They assist in preparing the student for professions that require historical, theoretical, and creative knowledge of the media, such as education, the law, government service, the ministry, advertising and public relations, social services, industrial communications, and the arts and humanities. A major in the department encourages the student to view the media, both in the United States and around the world, as a unified field of study, while allowing a concentration in subjects and areas of special personal interest.

## Department Award

The department annually presents the *Special Achievement in Multicultural Communication Studies Award* to a student with a grade-point average of 3.6 or above who has made outstanding contributions to the study of women and/or minorities from a media perspective. Awards for the best essay in media studies and best creative project are also offered.

## Areas of Study

The department offers work in several major areas of study, including film and television studies, advertising and marketing, international communications, and the media arts. Each area is designed to provide a comprehensive understanding of the substance and form of message variables in a variety of media systems, including speech, film, radio, television, narrowcast broadcasts, the Internet, and the world wide web. Students are introduced to research-oriented, rhetorical, and aesthetic approaches. Theory and research courses are complemented by basic and upper-level courses in film and television production. Students may also elect a limited number of credits in internship programs at major corporate and public institutions in the greater New York area. They may also create special courses of study (see below).

## Major Standing

Students should file for major standing no earlier than the latter half of the second semester in residence. To become a major, the student must file an Application for Major Standing, available in the department office. Applications may be filed at any time during the semester. To maintain major standing after filing, the student should pursue the elected major program with approval of his or her major advisor, who will be assigned when the Application for Major Standing is filed. The major program must receive formal approval for graduation during the student's final semester in residence. Freshmen who intend to be media studies majors are advised to select department core courses or other courses at the 100 level (see below) during the freshman year. Close attention should always be paid to appropriate prerequisites, which will be enforced.

## THE MAJOR

A major in media studies consists of not fewer than 36 or more than 42 credits. See the box on this page for the specific requirements for this major.

### REQUIREMENTS FOR THE MAJOR IN MEDIA STUDIES (MAJOR CODE MEDST-BA)

#### Required

MEDST 100, 101, 200, and 300W, and three courses at the 300 level, at least two of which must be designated as writing intensive (W).

#### Electives

Five additional elective courses, possibly including three credits of MEDST 392, Internship.

### REQUIREMENTS FOR THE MINOR IN MEDIA STUDIES (MINOR CODE MEDST-MIN)

#### Required

MEDST 100, 101, 200, and 300W.

#### Electives

Three courses of the student's choice from departmental offerings. At least two of the three must be at the 200 level or above.

Appropriate prerequisites will always be enforced. *Note:* A minimum grade of C is required in order for a course to be counted toward the major.

## THE MINOR

The minor consists of 21 credits forming a coherent course of study. The minor requires careful planning, and consultation with departmental faculty is advisable. See the box above for the specific requirements for the minor.

## FILM STUDIES

Queens College offers an interdisciplinary major in film studies, many of whose courses are offered through the Media Studies Department. Students interested in post-graduate training or careers in filmmaking, film criticism, and television studies should consider this option. Film students may consult with the director of the Film Studies program for counseling about professional schools and careers.

## MEDIA STUDIES

### COURSES\*

**MEDST 100. Media Technologies from Gutenberg to the Internet.** 3 hr.; 3 cr. Broad historical survey of media technologies and their social implications. Fall, Spring

**MEDST 101. The Contemporary Media.** 3 hr.; 3 cr. Survey of contemporary media institutions and their economic, social, political, and cultural implications. Fall, Spring

**MEDST 103. Interpersonal Communication.** 3 hr.; 3 cr. Basic concepts and processes of human communication with special emphasis on the role of individual factors in group interaction. Theoretical and experiential consideration of such topics as communication models, verbal and nonverbal codes, perception, and self-concept. Fall, Spring

**MEDST 104. The Role of Rhetoric in American Society.** 3 hr.; 3 cr. Analysis of the role of rhetoric in creating and resolving public problems through various media.

**MEDST 110. Political Communication.** 3 hr.; 3 cr. A survey of the major approaches to American, comparative, and international political communication. Covers such topics as the language of politics, communication in political decision-making, the rhetoric of politics, mass communication, and political behavior. Fall, Spring

**MEDST 143. History of the Cinema I: 1880 to 1930.** 4 hr.; 3 cr. Survey of the motion picture from the pre-cinematic origins of motion picture technology through the rise of the silent film industry and the transition to sound. Significant films are viewed and discussed. (AP)

**MEDST 144. History of the Cinema II: 1930 to 1970.** 4 hr.; 3 cr. Development of the cinema from the institutional changes and aesthetic values of world cinema after the rise of the sound film, through the emergence of the New Waves in European, Japanese, and American cinema in the 1960s. (AP)

**MEDST 145. History of Broadcasting.** 3 hr.; 3 cr. The history of radio and television broadcasting from the 1920s to the present. Using an interdisciplinary approach, the course focuses on broadcasting institutions, issues, research trends, and program format analysis. Fall, Spring

**MEDST 146. History of the Cinema III: 1970 to the Present.** 4 hr.; 3 cr. Development of the cinema from 1970 to the present. Covers economic, institutional, and aesthetic changes in cinema from the rise of the blockbuster to the emergence of new national cinemas around the world. (AP)

**MEDST 151. Public Speaking.** 3 hr.; 3 cr. Application of principles of speech preparation to major types of public address; study of selected speeches to illustrate major types; presentation of speeches; policy-forming, professional, social, and ceremonial.

**MEDST 200. Principles of Sound and Image.** 4 hr.; 3 cr. An introduction to fundamental principles of media aesthetics and visual rhetorics that govern the use of sound and image in media, new and old. Integrating principles and practice, the course combines theoretical approaches to media forms with a primer on key media techniques, including production planning, camera techniques, digital editing, shot composition, storyboarding, narrative development, and sound design. No previous technical experience is required. Fall, Spring

**MEDST 201W. Media Criticism.** 3 hr.; 3 cr. Survey of a variety of critical approaches to the study of media texts. This is a writing-intensive course. Fall, Spring

**MEDST 211: Introduction to Sports Television.** 3 hr., 3 cr. Exploration of the various aspects of sports television as entertainment, storytelling, and journalism from production of live events and studio shows to programming, sales, marketing, and new media. Students will get an inside look at the industry from award-winning professionals in an interactive class format and also learn about careers in this field such as producing, directing, announcing, executive, and technical roles. Each class will also discuss the topics of the day and the ethics surrounding sports media.

**MEDST 220. Television Theory and Criticism.** 3 hr.; 3 cr. Prereq.: MEDST 145. Explores key concepts in television theory and teaches students strategies of television analysis.

**MEDST 222: Introduction to Public Relations.** 3 hr.; 3 cr. Prereq.: Media Studies 101. Introduction to the study of public opinion research, media relations, public communication campaigns, consumer and/or constituent identities, and representational ethics. Students gain practical experience in designing integrated public relations campaigns.

**MEDST 225. Ethnicity in American Media.** 3 hr.; 3 cr. Prereq.: MEDST 100 or 101. Examines ethnic and/or foreign language media in the United States, emphasizing issues of regulation, content, and foreign ownership. May also address representation of different ethnic groups in mainstream English language media.

**MEDST 240. Styles of Cinema.** 4 hr.; 3 cr. Prereq.: MEDST 200 or 143 or 144. Intensive introduction to film analysis through an exploration of selected cinematic styles such as Realism, Expressionism, and Surrealism. (AP)

**MEDST 241. Multimedia.** 3 hr.; 3 cr. Students learn to edit video with soundtracks that include voiceover, music, and sound effects. Each student completes a website that incorporates QuickTime movies, GIF

\*MAT charges possible.

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animations, images, and text. Consideration is given to graphic design, user interface, and the most productive way to work with text, images, and video in a web-based environment. Introduction to the following software on the Macintosh platform: Final Cut Pro, Adobe Photoshop, Adobe ImageReady, and Adobe GoLive.

**MEDST 242. Three Camera Studio Television.** 4 hr.; 3 cr. The creative processes and techniques of studio television production, with an emphasis on storytelling, composition, 3-pt. lighting, sound, camera movement and teamwork. Students will individually produce short projects for a 3-camera studio production. Students will learn the operation of studio equipment (cameras, light board, set design elements) and control room equipment (switcher, audio board, computer graphics). Fall, Spring

**MEDST 243. Introduction to Filmmaking.** 4 hr.; 3 cr. Prereq.: MEDST 200. The basic techniques of location video production. Emphasis is placed on visual storytelling. Students will produce individual and small group shooting and editing exercises targeted to learn how to operate and control the camera, 3-point lighting skills, and basic storyboarding techniques, along with recording and capturing audio. Students will learn non-linear editing practices using Adobe Premiere. Differences in techniques and styles between studio and field film production are emphasized.

**MEDST 245. Screenwriting.** 3 hr. plus conf.; 3 cr. Prereq.: MEDST 143 or 144 or 145 or 200, or permission of the department. Principles and practice of writing for radio, television, and film. Fall, Spring

**MEDST 246. Art of the Adaptation.** 3 hr.; 3 cr. Prereq.: MEDST 245, or permission of instructor. Techniques for adapting original source material for film and television screenplays.

**MEDST 249. Media Performance.** 4 hr.; 3 cr. The development of the performer in radio and television. The course focuses on the vocal and physical characteristics

required for positive and effective media performances. Students individually prepare and perform non-dramatic assignments in the television studio.

**MEDST 250. Introduction to Media Law.** 3 hr.; 3 cr. Prereq.: MEDST 110 or 145, or permission of the department. Regulation and control of communication through legal restriction, censorship, and self-regulation.

**MEDST 251. Argumentation.** 3 hr.; 3 cr. Analysis of public propositions, accumulation and testing of evidence, formulation and critical evaluation of reasoning, structuring of argument, processes of attack and defense, and effective communication of argument, with an emphasis upon legal and political communication.

**MEDST 252. Small Group Communication.** 3 hr.; 3 cr. Prereq.: MEDST 103. Study and illustration of small group communication.

**MEDST 254. Communication in Intergroup Conflict and Conflict Resolution.** 3 hr.; 3 cr. Prereq.: MEDST 103 or 110. Study of the theory of conflict and the theories of conflict resolution, with emphasis on communication as the significant variable in conflicts among groups.

**MEDST 255. Social Media.** 3 hr.; 3 cr. Prereq.: MEDST 100. Exploration of the impact of new media technologies upon communication and society, with greater emphasis upon social media—both the technological and cultural components, given how such recent digital and Internet innovations have revolutionized society and politics. Students will be able to reflect upon and critically analyze how social media—particularly their own engagement with such new technological forms—have altered dramatically our understanding of what ‘media is’ and what it ‘does’.

**MEDST 256. Media Censorship.** 3 hr.; 3 cr. Prereq.: MEDST 100 or 110 or 145, or permission of the

department. Overview of film, television, radio, and arts censorship in the United States from World War I to present.

**MEDST 257. Nonverbal Communication.** 3 hr.; 3 cr. Prereq.: MEDST 103 or permission of the department. Non-linguistic behavior and message systems with emphasis on communication by means of spatial relationships (proxemics) and body movement (kinesics) and with attention to communication by means of touch, vocal cues, personal adornment, and objects.

**MEDST 259. Intercultural Communication.** 3 hr.; 3 cr. Introduction to the basic approaches, theories, perspective, texts, and practices that constitute Intercultural Communication. The course stresses contested notions of “culture,” from classic intercultural communication research, ethnographies, and framing essays, as well as contemporary critiques of popular culture, media representations, cultural formations, and emerging technologies developed by postcolonial, critical rhetoric, cultural studies, and neo-Marxist scholars.

**MEDST 260. Advertising and Marketing.** 3 hr.; 3 cr. Prereq.: MEDST 101. Study of the development, production, placement, and evaluation of advertising as a form of business communication which also reflects and influences consumer and popular culture in the United States.

**MEDST 261. National Identity and Media.** 3 hr.; 3 cr. Prereq.: MEDST 100 or 101 or 110. Examines the role media play in shaping concepts and experiences of nation, nationalism, and national identity.

**MEDST 262. Political Economy of Media.** 3 hr.; 3 cr. Prereq.: MEDST 101 or 110 or 145. Examines the economic underpinnings of the communication industries and their impact on the production, consumption, form, and content of cultural goods.

**MEDST 263. The American Film Industry.** 4 hr.; 3 cr. Prereq.: MEDST 143 or 144 or 146. Surveys the

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rise and fall of the studio system; the star system; financing and marketing of mainstream films; the economics of independent cinema; and globalization. Also focuses on directors who have worked outside of the system or who have straddled the independent and the mainstream film worlds.

**MEDST 264. The Business of Media.** 3 hr.; 3 cr. Prereq.: MEDST 101. Introduction to the business aspects of broadcast, cable, and media industries. Explores techniques and skills needed to manage modern media organizations. Subjects studied include programming, production, advertising, regulation, and the effects of new technologies.

**MEDST 265. Producing Independent Movies.** 4 hr.; 3 cr. Prereq.: MEDST 215 or 243 or 245. Creation of independent movies, programs, series, and other media within the current media business environment. Students will learn about researching and writing treatments, budgeting, and “pitching” projects in a professional manner. Additionally, students learn basics about legal issues in filmmaking, resume writing techniques, and the key practices of fund raising. Students come out of the course with one developed project, “packaged” and ready for further development, funding, and pre-production.

**MEDST 270. Media and the Environment.** 3 hr.; 3 cr. Introduction to the study of media technologies’ material environmental impact and media portrayals of environmental themes and issues.

**MEDST 281. Intermediate Studies in Media.** 3 hr.; 3 cr. Prereq.: Permission of the department. Study in a specialized area in the field. Exams or papers involving research will be assigned. May be repeated once for credit providing the topic is different.

**MEDST 299. Internship.** MEDST 299.3, 135 hr.; 3 cr., MEDST 299.6, 270 hr.; 6 cr. Prereq.: Media studies major of upper junior or senior standing with a minimum 3.0 grade-point average, permission of the department, and

evidence of sufficient preparation through relevant prior coursework. Students with less than a 3.0 grade-point average must petition the department’s Undergraduate Studies Committee for the privilege of taking the course. Supervision by a faculty advisor of the student’s choice. An internship will usually involve unpaid off-campus work with a media organization in the New York area. Requirements: An initial prospectus (including a description of the student’s duties by a representative of the sponsoring organization); a final research report; and whatever other relevant assignments the advisor may ask for. Students may take up to 9 credits towards the college degree, no more than 6 per term. No more than 3 credits may be applied toward fulfillment of the major.

**MEDST 300W. Media Criticism.** 3 hr.; 3 cr. Prereq.: MEDST 200 or 220. Survey of a variety of critical approaches to the study of media texts. This is a writing-intensive course. Fall, Spring

**MEDST 310. Documentary Filmmaking.** 4 hr.; 3 cr. Prereq.: MEDST 243 or 244 or permission of the department. Creation of documentary video. Skills in research, documentation, storyboarding, and image acquisition will be emphasized. Technically, students will learn 3-chip camera operation and procedures, compound lighting proficiency, and advanced editing techniques. Students will shoot documentary-style projects and learn comprehensive editing skills in Final Cut Pro (including LiveType and Soundtrack). Prior technical experience in Final Cut Pro editing, video camera use, location shooting, and lighting required (ex. MEDST 243).

**MEDST 311. Media Practicum I.** 3 hr.; 1 cr. Prereq.: The student must have production skills appropriate to the selected project. Students applying for the course must have a faculty sponsor. The student must complete a media production project in film, video, or sound under faculty supervision and sponsorship. MEDST 311 and 312 may be repeated for up to 3 credits in any combination.

**MEDST 312. Media Practicum II.** 3 hr.; 1 cr. Prereq.: Upper junior or senior standing. Appropriate media skills required. Admission by permission of the instructor only. The student will apply media production skills in assisting the teaching of media production courses. MEDST 311 and 312 may be repeated for up to 3 credits in any combination.

**MEDST 313. Creative Sound Production.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: MEDST 200. Sound recording and editing. From a technical perspective, microphones, digital recorders, and the software application ProTools are covered. The class is divided between technical instruction, in-class discussion of students’ creative work, and lectures where audio works both contemporary and historical are played and discussed. Note that this class focuses on the creative use of sound rather than music. Each student completes two audio CD projects. The first is an audio journey; the second is a radio drama.

**MEDST 314. Directing.** 4 hr.; 3 cr. Prereq.: MEDST 242 or permission of the department. Creative processes involved in directing. Emphasis is placed on the role of the director as a storyteller, interpreting material through creative use of camera, lighting, sound, action, scenery, and people. Students produce and direct individually. Prior technical experience with studio equipment, 3-pt. lighting, camera movement, and framing required (ex. MEDST 242).

**MEDST 316. Commercial Production.** 4 hr.; 3 cr. Prereq.: MEDST 243 or permission of the department. The creation of video commercials and PSAs for use in business, social, and consumer advertising campaigns. The course includes the study of advertising techniques, demographic and audience research, media writing, and the creative use of camera, sound, and editing to devise effective messages. Prior technical experience in Final Cut Pro editing, video camera use, location shooting and lighting required (ex. MEDST 243).

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**MEDST 317. Advanced Post-Production.** 4 hr.; 3 cr. Prereq.: One course from MEDST 241, 242, 244, 310, 313, or 316. Post-production as a creative discipline. The class will discuss the language of the fiction film through shot-by-shot analysis of scenes from feature films. Story structure and storyboarding, picture and sound editing, titling, special effects, and professional DVD authoring will be covered. Each student will be required to complete a short editing exercise. Subsequently each student will write, storyboard, direct, and edit a short fiction film. Students are also required to work as crew members on each other's films. The following software applications are covered: Final Cut Pro, LiveType, and DVD Studio Pro.

**MEDST 318. Cinematography.** 4 hr.; 3 cr. Prereq.: MEDST 243. Students learn techniques and aesthetics of digital movie cinematography by working with professional 4K cameras. Students acquire skills in digital lens, lighting, camera movement, and color grading techniques to enhance the storytelling process. Coursework includes in-class camera and lighting assignments as well as editing and color grading of short dramatic scenes. Students gain practical experience by working as crew members on each other's projects. Not open to students who have taken MEDST 244.

**MEDST 320, 320W. Gender, Sexuality, and Media.** 3 hr.; 3 cr. Prereq.: MEDST 220 or 300W. Focuses on spectatorship and representation of femininity and masculinity in both mainstream and alternative media.

**MEDST 321, 321W. News Analysis.** 3 hr.; 3 cr. Prereq.: MEDST 100 or 101 or 110. Analysis of information and news transmitted by print and electronic media.

**MEDST 322, 322W. Youth Culture and Media.** 3 hr.; 3 cr. Prereq.: MEDST 200; 145 or 220. Examination of history, aesthetics, economics, and ideology of youth media, from children's to teen and young adult media forms and modes, in the United



States from the late 1940s to the present. Course may focus on particular youth media including children's television or teen media.

**MEDST 325, 325W. Radical Critiques of Mass Communication.** 3 hr.; 3 cr. Prereq.: MEDST 200. Critical examination of radical analyses of mass media, products, and institutions.

**MEDST 326, 326W. Media and Activism.** 3 hr.; 3 cr. Prereq.: MEDST 101. Critical examination of the role of various media in social activism and protest movements from the 1960s to the present.

**MEDST 330, 330W. The Music Industry.** 3 hr.; 3 cr. Prereq.: MEDST 101. Overview of the history of the music industry in the United States. The course examines

music technology, economics, industry structures, marketing, audiences, and artistic innovations and trends.

**MEDST 341, 341W. Theory of Film.** 3 hr.; 3 cr. Prereq.: MEDST 143 or 144, or permission of the department. Explores key concepts in film theory as well as writings of critics and directors.

**MEDST 342, 342W. VT: Special Topics in Genre.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 143 or 144 or 145. Historical and theoretical study of selected genres in film and television. Normally, one genre, such as comedy, melodrama, film noir, or the western, will be selected for intensive examination. May be repeated once for credit provided the topic is different.

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**MEDST 343W. Nonfiction Forms.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 143 or 144 or 145. Study of strategies of nonfiction film, television, and video. Includes examination of important theories of documentary production.

**MEDST 344, 344W. VT: Special Topics in National Cinemas.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 143 or 144. Examination of film production in various countries or geographic/linguistic communities, such as Italy, France, Russia, or Latin America. The course will usually focus on production in a single country or community. May be repeated once for credit provided the topic is different.

**MEDST 345, 345W. VT: Great Directors.** 4 hr.; 3 cr. Prereq.: MEDST 240 or 263. Intensive examination of one or more directors, such as Alfred Hitchcock, Chantal Ackerman, John Woo, Abbas Kiarostami, Márta Mészáros, or Martin Scorsese. May be repeated once for credit provided the topic is different.

**MEDST 346, 346W. African-Americans in American Film and Television.** 3 hr.; 3 cr. Prereq.: MEDST 200, and 143 or 144 or 145. An historical and critical consideration of the diverse ways African-Americans have participated in American cinema and television. Course will examine prominent actors, directors, and other industry workers as well as critical discourses about the subject.

**MEDST 350, 350W. Propaganda.** 3 hr.; 3 cr. Prereq.: MEDST 100 and 110. Use of media to influence public opinion in political and social campaigns. Media audiences and theories of attitude change.

**MEDST 351. Communication and the Legal System.** 3 hr.; 3 cr. Prereq.: MEDST 110 and 250 or 256. Examination of communication and the legal system, with attention to legal counseling and interviewing, negotiating, advocacy, and use of media.

**MEDST 352W, 353W. Historical Studies of Public Discourse.** 3 hr.; 3 cr. Prereq.: Junior standing and MEDST 101 or 110. Studies of the role of public discourse in political, social, and intellectual life.

**MEDST 352W. Discourse of the Classical Period.** Studies of the role of public discourse in political, social, and intellectual life.

**MEDST 353, 353W. American and British Discourse to 1900.**

**MEDST 355, 355W. The Aesthetics of Communication.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 300W. Aesthetic aspects of events in communication—visual, aural, written, and gestural—are explored.

**MEDST 357, 357W. Media, Law, and Ethics.** 3 hr.; 3 cr. Prereq.: MEDST 250 or 256. This course is an advanced study of issues and problems arising from legal regulation and ethical considerations of media activities. Such areas as defamation, informational privacy, reporters' rights, shield laws, copyright laws, and the covering of terrorist activities will be explored.

**MEDST 359, 359W. International Telecommunications Policy.** 3 hr.; 3 cr. Prereq.: MEDST 262. Examines the history, issues, and institutions that have shaped international telecommunication policy.

**MEDST 360, 360W. Global Media.** 3 hr.; 3 cr. Comparisons of media industries around the world, with reference to the impact of globalization on print and electronic media in local, regional, and national contexts.

**MEDST 362. Surveillance.** 3 hr., 3 cr. Examination of the variety and scale of commercial and governmental surveillance in the United States. The course surveys global data trade, the uses of surveillance for social organization and control, and questions of information ownership, human and civil rights, and public policy concerning privacy and data protection.

These themes are explored through classroom discussion, analytical writing projects, exercises, and screenings of relevant film and TV clips.

**MEDST 364, 364W. Advertising, Consumption and Culture.** 3 hr.; 3 cr. Prereq.: MEDST 260 or permission of the department. An overview of the commercialization of American society and culture via the widespread use of advertising and sophisticated marketing techniques. A combination of theories will be used from political economy, sociology, feminist studies, management, and semiotics to analyze commercial messages and develop an understanding of the impact of these messages on different demographic groups particularly children, tweens, teens, and women as well as cultural institutions like family, politics, education, and religion.

**MEDST 381, 381W. Advanced Studies in Media.** 3 hr.; 3 cr. Prereq.: Permission of the department. Intensive study in an area of the department; each semester a special subject will be selected; papers involving research will be assigned. May be repeated once for credit provided the topic is different.

**MEDST 391. Special Problems.** 1 conf. and 9 hr.; 3 cr. Prereq.: Media Studies major of upper junior or senior standing with a minimum 3.0 grade-point average and written permission of the instructor before registration, plus written permission of the chair. Students with less than a 3.0 grade-point average must petition the department's Undergraduate Studies Committee for the privilege of taking the course. Individual research under the direction of a member or members of the department; weekly reports to the research advisor and presentation of such paper or papers as the advisor may require. Credit toward major determined by topic. Fall, Spring



# The Aaron Copland School of Music

*Director:* Michael Lipsey

*Director of Administration:* Jane Cho

*Academic Program Coordinator:* Thomas Lee

*Administrative Assistant:* Janice Raskin

*Office:* Music Building 203, 718-997-3800;  
Fax 718-997-3849

*Undergraduate Advisors for Bachelor of Music in Performance:* Michael Lipsey (percussion); Sherry Overholt (voice); David Schober (all other instruments)

*Undergraduate Advisor for Bachelor of Arts Degree and Music Minor:* Mark Anson-Cartwright

*Undergraduate Advisors for BMus in Music Education Degree:*

*Choral/Piano/Guitar Concentration:* Eric Rubinstein

*Instrumental Concentration, Winds:* Susan Davis

*Instrumental Concentration, Strings:* Susan Davis

*Professors:* Berkman, Hart, John, Jolley, Lipsey, Mackrel, Mossman, Orenstein, Phillips, Ritt, Rosen, Rothstein, Saylor, Smaldone, Smith; *Associate Professors:* Anson-Cartwright, Davis, Henson, Nichols, Powell, Schober, Wilbourne; *Assistant Professor:* Rubenstein; *Visiting Professor:* Morelli; *Lecturers:* Calhoun, Nitzberg, Overholt; *Senior College Lab Technicians:* Michelman, Tricarico; *College Lab Technician:* Krahn; *Emeritus Professors:* Burnett, Eisman, Gagné, Howe, Kouguell, Mandelbaum, Sang

## Classical Performance Faculty

(Full-time faculty in bold)

*Violin:* Daniel Phillips, Burton Kaplan, Chin Kim, Byung-Kook Kwak, Nurit Pacht, Jonathan Weber

*Viola:* Daniel Phillips, Brett Deubner, Gregory Williams

*Cello:* Marcy Rosen

*Double Bass:* Yoshio Aomori, Daniel Krekeler

*Flute:* Judith Mendenhall, Susan Rotholz, Keith Underwood

*Oboe:* Christa Robinson

*Clarinet:* Mark Dover

*Bassoon:* Frank Morelli

*Saxophone:* Timothy Ruedeman

*French Horn:* David Jolley

*Trumpet:* Mary Hastings, Thomas Hoyt, Frank Huber, Brad Siroky

*Trombone:* Haim Avitsur

*Tuba and Euphonium:* Ryan Hayward

*Percussion:* Michael Lipsey, Andrew Blanco, Matthew Ward

*Harp:* Emily John, Susan Jolles

*Piano:* Morey Ritt, Konstantza Chernov, Yuri Kim, Nina Lelchuk, Fang Luo, Donald Pirone

*Collaborative Piano:* Max Midroit, Youn Ju Namkoong, Gerald Robbins

*Harpichord:* Arthur Haas, Masayuki Maki

*Guitar:* William Anderson, William Zito

*Organ:* Masayuki Maki

*Voice:* Sherry Overholt, Maria Argyros, RoseMarie Crouse, Deepak Marwah, Sidney Outlaw

*Vocal Diction:* Donna Gill

*Opera Studio:* Elizabeth Hastings

*Choral Conducting:* James John

*Orchestral Conducting:* Mark Powell

## Academic Faculty

*Music Education:* Iantheia Calhoun, Susan Davis, Eric Rubinstein, Janice Smith, Emily John, Karen Smaldone

*Composition:* Jeff Nichols, Bruce Saylor, David Schober, Edward Smaldone

*Music Theory:* Mark Anson-Cartwright, Roy Nitzberg, William Rothstein, Eric Chernov, Donna Doyle

*Musicology:* Karen Henson, Arbie Orenstein, Emily Wilbourne, Cathy Callis, Susan Hellauer, Jennifer Oates, Wendy Powers, Maria Zuazu, Nandini Banerjee

*Music and Production:* Peter Calandra, James McElwaine, Justin Tricarico

*Majors Offered:* Music (BA, State Education Code 02732; BMus Performance, State Education Code 34809; BMus Music Education, All Grades, State Education Code 26469)

The Aaron Copland School of Music offers a major in performance, a major in music education, and a liberal arts major with tracks in general music, music history, music theory, or composition; as well as a minor in music literature, theory and literature, or music and production. The curriculum is designed to develop the interdependent skills of performing, listening to, and understanding music, and thus to provide the thorough training necessary for graduate study and an eventual career in the profession.

The school gives all students of Queens College a finer appreciation of music by broadening their experience in listening and participating. Courses in appreciation and the rudiments of music are available for the general student without previous training in music; other courses and performing ensembles are open to qualified nonmajors.

Each semester the school presents over 200 public concerts and recitals by ensembles, students, faculty,

## THE AARON COPLAND SCHOOL OF MUSIC

artists-in-residence, and guest artists; lectures by faculty members or guests; and occasional workshops by performance faculty or guest artists. College ensembles include a symphony orchestra, wind ensemble, opera studio, Balinese gamelan, various chamber groups and ensembles (including early and contemporary music groups), and choirs. There is also a college-community choir, the QC Choral Society. Opera productions and musicals are occasionally produced in cooperation with the Department of Drama, Theatre, and Dance. Most of these events are free, and all are open to the public.

Since 1991 the School of Music has occupied an award-winning building, which contains the LeFrak Concert Hall (including the Maynard/Walker Memorial Organ, a tracker organ), a smaller recital hall, classrooms surrounding a central enclosed atrium, practice rooms and rehearsal studios, a library, an electronic music studio, music education facilities, and a recording studio. Classrooms and rehearsal studios are equipped with grand pianos; practice rooms and faculty offices have studio upright pianos. There are several “smart” classrooms with state-of-the-art technology and digital projection capabilities.

### Department Awards

The Aaron Copland School of Music awards the following annual prizes to graduating seniors: the *Choral Society Award*, to a non-music major who has contributed to the musical life of the college; the *Allen Michael Cohen Memorial Award*; the *Claire and Samuel Jacobs Award*, to outstanding graduating students; the *Adele Lerner Prize in Chamber Music*; the *Karol Rathaus Memorial Award*, for excellence in composition, scholarship, or performance; the *Michal Joan Ress Memorial Award*, to an instrumental major; and the *Marie and Raffaele Salerno Memorial Award*, to a student intending to continue musical education toward a professional career. The following annual awards are not restricted to graduating seniors: the *Claire Bartels Freshman Award*, given to a promising music student at the end of the freshman year; the *Choral Society*

*Award in Music Education*, to a student showing great promise in teaching; the *Lawrence Eisman Music Education Award*, to an outstanding graduating senior in Music Education; the *Rathaus Family Memorial Award*; the *George and Violet Zatkin Scholarship Award*, for excellence in opera; and the *Discimus ut Serviamus Awards*, for contributing to the musical life of the college. The school also awards the *John Castellini Silver Jubilee Award* annually to a distinguished alumnus of the music program.

### Scholarships

The following scholarships are awarded by the School of Music on the basis of merit and need. Both undergraduate and graduate students are eligible. (Awards with asterisks [\*] are limited to master's degree students in jazz.)

Albert Burnett Scholarship  
AWA Scholarship  
The Barkai Scholarship  
John Castellini Scholarship  
Edward Downes Scholarship  
\*Michael Feinstein Scholarship  
Ella Fitzgerald Scholarship  
Martha Feldman Piano Scholarship  
\*Marvin Hamlisch Scholarship  
\*Sir Roland Hanna Memorial Scholarship  
\*Jimmy Heath Scholarship  
Donald Joyce Organ Scholarship  
Maurice Kagen Scholarship  
Cantor Sam Katz Scholarship  
Max Kowalski Scholarship  
Paul Maynard Scholarship  
Maynard-Walker Organ Scholarship  
Saul Novack Scholarship  
Nicholas Pastore Cello Scholarship  
Ronald Roseman Woodwind Scholarship  
Lawrence Rosenfeld Scholarship  
Carl Schachter Scholarship  
Boris Schwarz String Scholarship

### Honors in Music

Students with an academic core music class GPA of 3.5 can elect to pursue an honors option in music. Honors courses substitute for the correspondingly numbered academic courses and have the same prerequisites. This program provides an opportunity for qualified students to pursue advanced studies under the supervision of a full-time faculty member and to graduate with departmental honors. Honors courses are available in performance, musicology, theory and music education. Admitted students take at least one honors class in a field of interest. Interested students should contact the departmental honors coordinator.

After satisfactory completion of the program requirements, Honors students who meet the requirements of the program graduate with Honors or High Honors, an accomplishment (marked on student transcripts) that is a decided asset in any future endeavor.

### THE MAJORS

Prospective music majors are advised to consult the ACSM website. There are specific programs for students who intend to major in music according to one of the following major fields.

#### Standard Music Major (BA-Music)

This major is for students preparing for a career as a performer, conductor, composer, arranger, musicologist, or teacher in a conservatory, university, or other institution not requiring state certification. See the box on page 299 for the specific requirements for this major.

#### Bachelor of Music in Performance (BMus-Perf)

The Bachelor of Music in Performance program is a professional degree for advanced students in instrumental or vocal performance. Admission is by competitive audition in the student's major instrument (or voice). Performance students are reminded that the Bachelor of Music is not a conservatory diploma

## THE AARON COPLAND SCHOOL OF MUSIC

program, and they must concentrate as seriously on their other courses as on their private lessons. In particular, note that the theory courses may not lag behind the lessons. See the box on the next page for the specific requirements for this major.

### **Bachelor of Music in Music Education (ME-BMus)**

The Bachelor of Music in Music Education prepares students for New York State Initial Teacher Certification in Music Pre-K–12. This program, coordinated with the School of Education, provides a solid, structured musical education and a firm foundation in music pedagogy for students preparing to teach in public or private schools. See the box on the next page and the ACSM website for the specific requirements for this major.

#### **Standards for admission to student teaching:**

For students to be allowed to student teach in music, the following requirements must be met:

1. Students complete SEYS 201, 221, EECE 310W, and either EECE 340 or SEYS 340;
2. A minimum grade-point average of 2.7 in the following music major core courses: MUSIC 171–174, 271–274, 374, 246, 247, 270, 370, 377, and 381;
3. A minimum grade-point average of 3.0 in the following music education courses: MUSIC 266–269 and 161–168; and
4. A minimum grade of 3.0 (*B*) in MUSIC 365, 366 (by which time all grades of *INC* must be made up).

*Please note:* Qualified students in the Bachelor of Music in Performance program may elect to take courses in the music education sequence starting in their sophomore year, beginning with MUSIC 267. Doing so can make it possible to complete the BMus Performance degree and achieve initial New York State Teacher Certification in five years. See Professor Davis or Professor Rubinstein for details.

### **REQUIREMENTS FOR THE MINORS IN MUSIC (MINOR CODES MUSLIT-MIN, MUSTHY-MIN, AND MUSMAP-MIN)**

#### **Music Minor in Theory and Literature Required (21 credits)**

##### **Core Curriculum Courses (13 credits)**

MUSIC 171, MUSIC 172, MUSIC 173, MUSIC 174, and MUSIC 101

##### **Electives in Music Literature (6 credits)**

2 courses from MUSIC 001, 008, 121, 122, 123

##### **Major Ensembles (2 credits)**

2 courses from MUSIC 156.1, 158.1, 258.1, 259.1, or 253.9

#### **Music Minor in Literature Required (18 Credits)**

##### **Core Curriculum Course (3 credits)**

MUSIC 001

At least 4 courses from MUSIC 008, 121, 122, OR 123

#### **Major Ensembles (Optional) (up to 3 credits)**

Up to 3 courses from MUSIC 156.1, 158.1, 258.1, 259.1, or 253.9

#### **Minor in Music and Production Required (24 credits)**

##### **Required Courses in Music and Production (12 credits)**

MUSIC 314, 315, 316, 318, 319

##### **Elective Courses (12 credits)**

Twelve additional credits are required from a set of professionally related courses in songwriting, film scoring, studio arranging, music business, intensive practica in popular composition and production, service learning, and related courses in media and computer technologies. Students select these additional courses in consultation with their advisors or the production faculty.

## THE MINORS

The School of Music offers three minors. These focus on theory and literature, literature only, or music and production. Interested students in the Theory and Literature Minor must take the qualifying examination. Students taking the Literature Minor do not take the qualifying examination. Students taking the Music and Production Minor do not take the qualifying examination, but must interview with the music production faculty for admittance into the minor. See the box on this page for the requirements for the minors.

## IMPORTANT INFORMATION FOR ALL MUSIC MAJORS

### **1. Audition and Qualifying Examination**

Admission to the School of Music is by competitive audition only. All prospective music majors must

prepare an instrumental or vocal performance audition according to the guidelines detailed on the School of Music website. Students must also complete a qualifying examination, usually on the same day as the performance audition. The examination covers rudiments of theory, dictation, sight singing, keyboard proficiency, general knowledge of music, and harmony and counterpoint for advanced placement (optional). The results allow the School of Music to place qualified students into appropriate theory, sight-singing, and keyboard courses. Auditions for fall admission take place in February and March; auditions for spring admission are in December. Consult the ACSM website for details and exact dates.

### **2. Declaration of Major**

All admitted students must file a Declaration of Major form with the Registrar's office prior to the first semester of study in order to register for performance

## REQUIREMENTS FOR THE MAJORS IN MUSIC

### I. STANDARD MUSIC MAJOR: BA IN MUSIC (MAJOR CODE MUSIC-BA)

#### Required

##### *Courses Required of All BA Music Students*

- MUSIC 74, 75; 171, 173; 172, 174; 271, 273; 272, 274; 246, 247; 187, 188, 287, 288, 387, 388
- 6 semesters of Recital Attendance (MUSIC 100)
- 4 semesters of large ensemble (MUSIC 156, 158, 253, 258, or 259)
- 2 semesters of a small ensemble (MUSIC 68, 244, 2551, 2561, 2571, 291, 3561, or 3571)
- 4 Listening Exams
- Senior Concentration Exam

##### *Additional Requirement for General Music Track*

- MUSIC 301W or 302W

##### *Additional Requirements for Music History Track*

- MUSIC 301W (2 semesters) or MUSIC 301W and 302W; MUSIC 377, MUSIC 390. If MUSIC 302W is not elected, another course in non-Western music (such as MUSIC 122) must be taken in addition to the courses listed here.

##### *Additional Requirements for Music Theory Track*

- MUSIC 301W, 373, 374, 377

##### *Additional Requirements for Composition Track*

- MUSIC 301W, 329, 330, 373, 374; plus MUSIC 270, 276, or 381

All students taking individual lessons (MUSIC 187, 188, 287, 288, 387, 388) must perform on their major instrument each May before a faculty jury. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations must be passed prior to graduation.

There may not be more than one year's difference (2 semesters) between the theory level and the semester of lessons. For example, a student may be in the fourth semester

of lessons (MUSIC 288) while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. If the student falls further behind in theory, lessons will be suspended until the theory requirement is fulfilled.

### Academic Requirements for BA Students

All college-wide BA requirements must be met, including all Pathways requirements. Music majors are advised to fulfill the Pathways language requirement with a course in German, French, or Italian. Students must complete a course from the list of those satisfying the Creative Expression requirement in the departments of Art or Drama, Theatre, and Dance. All BA Music students will complete their CW2 requirement with a designated section of MUSIC 121; MUSIC 246 and 247 fulfill the WCGI and IS Pathways requirements, respectively; the Pathways SYN requirement is satisfied by MUSIC 377.

### II. BACHELOR OF MUSIC IN PERFORMANCE (MAJOR CODE MUSIC-BMUS)

The Bachelor of Music in Performance is designed for advanced instrumental or vocal performers, and is comparable to conservatory training. Admission is by competitive audition in the major instrument. Students receive up to eight semesters of individual instruction in the major instrument from an instructor assigned by the School of Music.

All students taking individual lessons (MUSIC 151, 152, 251, 252, 351, 352, 451, 452) must perform on their major instrument each May before a faculty jury. These juries, also known as Progress Evaluations, are evaluated on a pass-fail basis. Three juries must be passed before a student may present the senior recital, which is also evaluated by a faculty jury on a pass-fail basis. The program for the senior recital must be approved in advance by the student's principal performance teacher.

There may not be more than one year's difference (two semesters) between the theory level and the semester of lessons. For example, a student may be in the fourth semester of lessons (MUSIC 252) while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. If the student falls further behind in theory, lessons will be suspended until the theory requirement is fulfilled.

#### Required

##### *Courses Required of all BMus Performance Students*

- MUSIC 74, 75; 171, 173; 172, 174; 271, 273; 272, 274; 374, 377, 270; 246, 247; 301W; 151, 152, 251, 252, 351, 352, 451, 452
- One course in non-Western music (MUSIC 302W, 122, or other course by permission)
- 8 semesters of large ensemble (MUSIC 156, 158, 253, 258, or 259)
- 6 semesters of Recital Attendance (MUSIC 100)
- 4 Listening Exams
- Senior Concentration Exam

##### *Required Courses for Orchestral Instruments, Guitar, and Percussion Only*

- 6 semesters of Chamber Music or other small ensembles (MUSIC 2551, 2571, 244, 68, or other courses by permission)
- 6 semesters of MUSIC 282 (Survey of Repertory) in the appropriate instrumental area

##### *Required Courses for Piano Majors Only*

- 6 semesters of MUSIC 282 (Survey of Piano Repertory)
- 4 semesters of Chamber Music or other small ensembles (MUSIC 2551, 2571, or other courses by permission)
- 1 semester of MUSIC 283 (The Art of Keyboard Collaboration)
- 2 semesters of MUSIC 286 (Practical Accompanying)
- 1 additional semester of MUSIC 2551 or 286

*Note:* Pianists are exempted from MUSIC 74 and MUSIC 75.

##### *Required Courses for Vocal Majors Only*

- 4 semesters of Opera Studio or Chamber Music (MUSIC 2561, 2551, or other courses by permission)
- 4 semesters of MUSIC 282 (Survey of Vocal Repertory)
- MUSIC 129, 130, 229, 230 (Italian, German, French, and English Diction, respectively)

### **Academic Requirements for BMus Performance Students**

All college-wide BA requirements must be met, including all Pathways requirements. Music majors are advised to fulfill the Pathways language requirement with a course in German, French, or Italian. Students must complete a course from the list of those satisfying the Creative Expression requirement in the departments of Art or Drama, Theatre, and Dance. All BMus Performance students will complete their CW2 requirement with a designated section of MUSIC 121; MUSIC 246 and 247 fulfill the WCGI and IS Pathways requirements, respectively; the Pathways SYN requirement is satisfied by MUSIC 377.

### **III. THE BACHELOR OF MUSIC IN MUSIC EDUCATION—PENDING (MAJOR CODE MUSIC ME-BMUS; CONCENTRATION CODE MUSICED-INST, INSTRUMENTAL; CONCENTRATION CODE MUSICED-CHR, CHORAL)**

The Bachelor of Arts in Music Education is being phased out and has been replaced by the new Bachelor of Music degree above. Concentration codes for the required Music courses for the Instrumental Track and the Choral Track of the new BMus-MusEd degree are pending approval.

#### **Required**

*Required Music Courses for the Instrumental and Choral Tracks*

- MUSIC 246, 247; 171, 173; 172, 174; 271, 273; 272, 274; 374, 270, 370, 381, 377; 148, 149, 248, 249, 348, 349
- MUSIC 158 or 253 or 259 (7 semesters); MUSIC 100 (6 semesters); 7 semesters of large ensemble (MUSIC 158, 253, 258, or 259)
- 6 semesters of Recital Attendance (MUSIC 100)
- 4 Listening Exams
- Senior Concentration Exam

Students who are taking MUSIC 148, 149, 248, 249, 348, or 349 (Individual Study for BMus in MusEd I–VI) must perform on their major instrument each May before a faculty jury. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations must be passed prior to Student Teaching.

There may not be more than one year's difference (2 semesters) between the theory level and the semester of lessons. For example, a student may be in the fourth semester of lessons (MUSIC 249) while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. Lessons may be at level 4 (MUSIC 249) while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. Should the theory level fall further behind, a student will be suspended from lessons until the theory requirement is fulfilled. If the student falls further behind in theory, lessons will be suspended until the theory requirement is fulfilled.

*Required Courses in Music Education Taken by All BMus in MusEd Students*

- MUSIC 267, 365, 366, 369

MUS 267 (Introduction to Music Education) is a prerequisite to all other music-education courses. Students must pass this course with a minimum grade of *B–* in order to continue the music education sequence.

*Required Courses at the Division of Education taken by All BMus in MusEd Students*

- SEYS 221, EECE 310W; ECPSE 350; and EECE 340 or SEYS 340

*Required Courses for the Instrumental Track Only*

- MUSIC 269, 161, 163, 166, 167, 168

*Required Courses for the Choral Track Only*

- MUSIC 268, 266, 75, 265, 164

*Additional Music Degree Requirements*

- Four Listening Exams
- Senior Concentration Exam

### **Academic Requirements for BMus in Music Education US Ed**

- All college-wide BA requirements must be met, including all Critical Academic Abilities and Pathways requirements. Music majors are advised to fulfill the Pathways language requirement with a course in German, French, or Italian. (All music majors who have not already met the foreign-language requirements are strongly advised to do so in German, French, or Italian.) Students must complete a course from the list of those satisfying the Creative Expression Appreciating and Participating in the Arts requirement in the departments of Art or Drama, Theatre, and Dance.
- All BMus. in MusEd students in all tracks will complete their CW2 requirement with a designated section of MUSIC 121. All BMus in MusEd students are required to complete one course in non-Western music (MUS 122, 302W, or other course by permission).
- MUS 246 and MUS 247 fulfill the WCGI and IS Pathways requirements, respectively.
- The two required “W” courses will be satisfied by EECE 310W and an additional W course.

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lessons. The Music Office staff can provide the form; it must indicate the correct degree program and be signed by the student's academic advisor.

### 3. Scholastic Requirements

Students enrolled in any academic music course (i.e., music history, theory, sight singing, analysis, orchestration, composition, and conducting) must earn a grade of *C–* or higher for the course to be credited toward the major requirements. Students enrolled in MUSIC 71, 73, and 74 must receive a grade of *B–* or higher to be admitted to MUSIC 171 and 173.

A student may retake any course for the major once and credit toward the degree will be given only once. Students may not register in more advanced sight singing courses than in the parallel theory courses without the permission of the theory coordinator.

### 4. Recital Attendance

Undergraduate music majors are required to complete six semesters of recital attendance starting in their first semester at Queens College. (This requirement may be adjusted for transfer students.) Students must attend a minimum of 7 concerts or recitals for each of the six semesters. Concerts in which the student is performing do not meet this requirement.

### 5. Performance Activities

All music majors are required to perform in at least one large ensemble in each semester of enrollment at Queens College. This rule applies to part-time students as well as full-time students, even those enrolled only for general education courses or other classes outside the School of Music. Students will be assigned to a large ensemble based on their major instrument and level of proficiency. Music majors may not elect the zero-credit option for large ensembles without permission of the Chair. A maximum of one grade below *C–* will be permitted in any large ensemble during a student's enrollment. A second such grade will result in dismissal from the major.

### 6. Progress Evaluation (Juries)

Freshman, sophomore, junior, and senior conferences will be held in May to evaluate students' progress in performance on their major instrument.

### 7. Music Listening Examinations

A comprehensive listening examination on music literature, based on a selected list of works, is divided into four parts. These parts are to be taken in order, one during each year of study. The literature lists, along with recordings of all musical selections, are available on the ACSM website. Passing the freshman examination is required for registration to MUSIC 273 and a passing grade on the sophomore listening examination is prerequisite for registration in MUSIC 373, 374, or 377.

### 8. Senior Concentration Examination

To be a candidate for graduation, one must receive passing grades in all parts of the Senior Concentration Examination. In order to be eligible to take the examination, one must have completed all required music courses or be currently enrolled in the last semester of these courses. A minimum of three parts of the music listening examination must be completed before a student may take the Senior Concentration Examination.

## COURSES

### *Courses without Prerequisite*

#### **MUSIC 1. Introduction to Music.** 3 hr.; 3 cr.

A basic course in appreciation, designed to develop an understanding of music. Following an introduction to the basic principles of musical organization and expression, selected masterpieces of Western music are studied with regard to content, form, and style. MUSIC 1 is prerequisite for all elective courses in Music Literature (MUSIC 12 and MUSIC 111 through 241). (CE)

**MUSIC 5. Music of Black People in Africa and America.** 3 hr.; 3 cr. Survey of principal genres of black and black-derived tribal, folk, popular, and art

music in African and Afro-American traditions. Emphasis on musical aesthetics, forms, instruments, the function of music in its cultural context.††

**MUSIC 8. Topics in Music.** 3 hr.; 3 cr. Topics will vary. A variable-topics course in which some aspect of music is connected to larger currents in history, culture, or society. This course may be repeated once for credit if the topic is different. (AP)

#### **MUSIC 18. Music and European Traditions.**

3 hr.; 3 cr. A topical course that treats music within the context of European civilization. Links between music and the other arts (poetry, painting, theatre, dance, etc.) will be explored. Social and political aspects of music may also be included.

#### **MUSIC 28. Music in World Culture.** 3 hr.; 3 cr.

A topical course on music within the context of global or non-Western cultures. Interactions between Western music (from art or popular traditions) and non-Western music may be emphasized. (AP, WC)

#### **MUSIC 38. Music in American Culture.** 3 hr.;

3 cr. A topical course on music in America, emphasizing the place of music within the American experience. Either art or popular traditions may be explored. The social, political, and economic functions of American music will be emphasized.

#### **MUSIC 48. Music in Pre-Industrial Times.** 3 hr.;

3 cr. A topical course on European music before 1750. Topics may be oriented toward a particular body of music, toward music's role in social or religious life, or toward music's interaction with other aspects of culture, such as theatre, poetry, or dance.

**MUSIC 60. Rudiments of Music I.** 2 hr.; 2 cr. A preparatory course in rudiments designed for laypeople. Covers notation, rhythm, scales and keys, formation of intervals and triads, and ear training.††

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**MUSIC 68. Balinese Gamelan Ensemble.** 2 hr.; 1 cr. Prereq.: Permission of the instructor. An introduction to traditional and contemporary Balinese music through practice and performance on traditional instruments. Weekly rehearsals lead to one or more concerts. Instruments and practice space are provided. May be repeated for credit. Fall, Spring

**MUSIC 121. Writing about Music.** 3 hr.; 3 cr. Prereq.: ENGL 110. MUSIC 121 fulfills the College Writing 2 requirement and builds on the work of ENGL 110 (College Writing 1), in order to teach the conventions of writing in the discipline of music. Writing-intensive class open to students from all majors and schools. The content is focused on the various genres of writing; repertoire will be selected from classical or popular musics of the Western world. (EC2)

**MUSIC 122. Writing Musical Culture.** 3 hr.; 3 cr. Prereq.: ENGL 110. MUSIC 122 fulfills the College Writing 2 requirement and builds on the work of ENGL 110 (College Writing 1), in order to teach the conventions of writing in the discipline of music. The content is focused on music of the non-Western world. (EC2)

### ***Elective Courses in Music Literature with Prerequisite***

For announcements of current offerings, consult the School of Music office or see the listing at registration.

**MUSIC 11. Topical Course in Music Literature.** MUSIC 11.2, 2 hr.; 2 cr., MUSIC 11.3, 3 hr.; 3 cr.††

**MUSIC 12. Studies in the Literature of Music.** MUSIC 12.2, 2 hr.; 2 cr., MUSIC 12.3, 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Topic announced in advance. May be repeated for credit if topic is different.

**MUSIC 111. Music of Diverse Genres and Style Periods.** 3 hr.; 3 cr. Prereq.: MUSIC 1. An elective continuation of MUSIC 1 to expand contact with the repertory and understanding of musical forms and procedures.††

**MUSIC 204. The Symphony Up to and Including Beethoven.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The origins and development of the symphony with emphasis on the symphonies of Haydn, Mozart, and Beethoven.††

**MUSIC 205. The Symphony from Schubert to the Present.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent).

**MUSIC 206. The Concerto.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). From the Baroque era to the present.††

**MUSIC 207. Chamber Music.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Comprehensive study of outstanding examples of duo sonata, trio, quartet, quintet, sextet, and larger chamber music groups from the time of Bach.††

**MUSIC 208. The String Quartet in History and Performance.** 2 hr.; 2 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). A lecture-recital course surveying the history and repertory of the string quartet from Haydn and his predecessors to the present.††

**MUSIC 209. The String Quartets of Beethoven.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Lecture-recital course presenting all the quartets of Beethoven.††

**MUSIC 210. The Violin: Its History and Literature.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Lecture-recital course focusing on selected works from Bach to the present.††

**MUSIC 211. Piano Literature of the Romantic Period (1800–1900).** 2 hr.; 2 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Lecture-recital course: great composers from Beethoven through Brahms and Liszt.††

**MUSIC 213. The Art Song.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Detailed study of songs and songwriters from the Troubadours and Minnesingers to the present. Songs of the major composers of various countries. Frequent live performances.††

**MUSIC 214. Masterpieces of Choral Music.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Choral music from the Middle Ages to the present, including works by Machaut, Josquin des Prez, Palestrina, Schütz, Bach, Handel, Mozart, Beethoven, Verdi, and Stravinsky.††

**MUSIC 215. Introduction to Opera.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). An examination of the major components of opera: plot, libretto, character, voice-types, musical forms, compositional techniques, orchestration, and production design. Examples include works from 1600 to the present by major composers representing various national styles. Extensive use is made of videotaped and live performances.††

**MUSIC 216. Twentieth-Century Opera.** 2 hr.; 2 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The leading composers of opera from 1890 to the present.††

**MUSIC 217. Introduction to the Alexander Technique.** 3 hr.; 1 cr. Prereq.: Permission of the instructor. The principles and concepts of the Alexander Technique and their relation to playing an instrument and to singing. Students will learn how to reduce and prevent neck, back, and shoulder pain, tendonitis, and repetitive strain injuries that are all common injuries for musicians. Students will also become aware of physical habits of misuse and anxiety that impede performance and will be shown how to transform those habits into improved breathing, moving with greater ease, and allowing for fuller emotional availability and expression.

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**MUSIC 221. Twentieth-Century Music I (1900–1950).** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Study of significant works of the first half of the twentieth century.††

**MUSIC 222. Twentieth-Century Music II (1945 to the Present).** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The study of significant works composed since the end of World War II.††

**MUSIC 223. Electronic Music.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). A survey of electronic music illustrated through selected examples of a variety of styles and procedures.††

**MUSIC 225. Bach.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Bach's work in its relation to his life and times. Emphasis on the analysis of his style and its evolution.††

**MUSIC 226. Mozart.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Mozart's work in its relation to his life and times. Emphasis on the analysis of his style and its evolution.††

**MUSIC 227. Beethoven.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). An intensive study of Beethoven's life and work; an analysis of his style in its various phases, his creative process as revealed in his sketchbooks, and his impact on the Romantic period.††

**MUSIC 228. The Music Dramas of Richard Wagner.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent).††

**MUSIC 232. Jewish Music.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The development of Jewish music. Emphasis on Biblical cantillation and the liturgy of the synagogue. Other topics include Yiddish art songs and folk songs, Hebrew folk music, Hebraic elements in Western art music, and contemporary trends.

**MUSIC 234. Music of Asia.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Survey of musical cultures of Asia; examination of the elaborate melodic and rhythmic system, *raga* and *tala* of India, the classical "orchestral" gamelan music of Indonesia, the symbolic and philosophical implications of music in China, the classical chamber and theatre music of Japan.

**MUSIC 236. Music in American Civilization.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The character and types of music used or created in North America from about 1600 to the present. Historical, social, and cultural backgrounds as well as foreign influences are studied.

**MUSIC 237. American Folk Music: Its History and Literature.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The two mainstreams of American folk music, the Anglo-American and the Afro-American, are examined from a scholarly point of view. Reference is made to the great collections and field recordings. Student performance of examples from the established literature of vocal and instrumental folk music is encouraged.††

**MUSIC 238. The American Musical Theatre.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Survey of major American theatrical stage works, with an emphasis on the Broadway musical.††

**MUSIC 239. Jazz: Its History and Literature.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The sociological and folkloristic roots of jazz; its history and widespread influence on twentieth-century music.††

**MUSIC 240. Jazz History II: The Great Improvisors.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The music and lives of the major contributors of improvised jazz music from 1917 to the present.††

**MUSIC 241. Contemporary Popular Music.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). A survey of popular music in the United States from the beginning of the twentieth century to the present.

### *Courses Primarily for Music Majors*

**MUSIC 100. Recital Attendance. 0 hr.; 0 cr.** Recital Attendance is a zero-credit course designed to expose music students to a variety of live performances at the Aaron Copland School of Music. Undergraduate music majors are required to complete six semesters of recital attendance starting in their first semester at Queens College. Students must attend a minimum of seven concerts or recitals for each of the six semesters, but it is encouraged that students continue to attend concerts even after the course requirement has been completed. Repeatable for zero credit each semester. The course is graded on a *P/F* basis.

**MUSIC 101. Introduction to the Academic Study of Music.** 3 hr.; 3 cr. Prereq.: Permission of the School of Music; qualifying examination; coreq.: MUSIC 174 or permission of the School of Music. Introduction to the academic study of music at the college level. Use of the music library, writing about music, basic concepts, and vocabulary for the discussion of musicological periods, musical form, style, analysis, and scores. Writing and listening assignments. This course is designed for music majors but does not earn credit toward the major. Fall, Spring

**MUSIC 242. Music Career Development.** 3 hr., 3 cr. Prereq.: Admission to the Bachelor of Music program or permission of the instructor. An introduction to the music industry in all of its many facets. Students learn to prepare themselves for multiple career possibilities. They develop entrepreneurial skills and learn how to navigate a career.

*Note:* Students must have passed ENGL 110 or its equivalent for admission to MUSIC 246, 247, 346, or 347.



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**MUSIC 246. Music History I: Music from 1200 to 1750.** 3 hr.; 3 cr. Prereq.: A minimum grade of *C-* in MUSIC 121; prereq.: MUSIC 174. In addition, students must have passed the freshman listening examination. Fall, Spring

**MUSIC 247. Music History II: Music from 1750 to Present.** 3 hr.; 3 cr. Prereq.: Minimum grade of *C-* required in MUSIC 246, or permission of the School of Music. Fall, Spring

**MUSIC 301W. Topics in Musicology.** 3 hr.; 3 cr. Prereq.: A grade of *C-* or higher in MUSIC 246, 247, and 273. A topical course in music of the Western world. May be repeated for credit if the topic changes. Fall, Spring

**MUSIC 302W. Topics in Non-Western Music.** 3 hr.; 3 cr. Prereq.: A grade of *C-* or higher in MUSIC 121 or 122, and permission of the department. A topical course in music of the non-Western world. May be repeated for credit if the topic changes. Fall, Spring

**MUSIC 346, 346W. Music History III: Music from 1800 to 1890.** 3 hr.; 3 cr. Prereq.: Minimum grade of *C-* in MUSIC 247, or permission of the School of Music; prereq. or coreq.: MUSIC 274. Fall, Spring

**MUSIC 347, 347W, 347H. Music History IV: Music from 1890 to the Present.** 3 hr.; 3 cr. Prereq.: Minimum grade of *C-* in MUSIC 346, or permission of the School of Music; prereq. or coreq.: MUSIC 373. Additional prerequisites for MUSIC 347H: Minimum grade of *B+* in MUSIC 346; CORE Music GPA of 3.5 or higher and permission of the instructor, the musicology coordinator and the ACSM Honors Coordinator. Prereq. or coreq.: MUSIC 373 or permission of the School of Music. As a final project, honors students will write a research paper. This paper will engage with relevant published research, and also include the students' own analytical insights into a specific composer as determined in consultation with the instructor. Honors

students must achieve a minimum grade of *B+* for this course to count toward the music major. Other students must achieve a minimum grade of *C-* for this course to count toward the music major. Fall, Spring

**MUSIC 390. Senior Project.** 1 hr.; 3 cr. Prereq.: Grades of *B* or higher in MUSIC 301W or 302W, and permission of the department. Required of all candidates for the BA in Music in the Music History track. Supervised scholarly writing. May be repeated to a maximum of 6 credits. Open only to students in the Music History track.

### **Courses in Music Theory and Musicianship**

May be repeated once only, subject to exemption made by the School of Music.

**MUSIC 71–075. Basic Musicianship.** 2 hr.; 1 cr. each course. Prereq.: Permission of the School of Music; qualifying examination. Designed to develop basic skills in music. Music majors who are placed in a section of MUSIC 71 or 73 as a result of the qualifying examination are advised to elect MUSIC 1.

**MUSIC 71. Basic Musicianship: Sight Singing and Dictation.** 2 hr.; 1 cr. An intensive course in sight singing and melodic dictation. Satisfactory work in MUSIC 71 (with a minimum grade of *B-*) or the equivalent will constitute the prerequisite for MUSIC 171. Fall, Spring

**MUSIC 73. Basic Musicianship: Theory.** 2 hr.; 1 cr. An intensive course in music reading and introductory aspects of music theory. A minimum grade of *B-* will be part of the prerequisite for MUSIC 173. Fall, Spring

**MUSIC 74. Piano Skills I.** 2 hr.; 1 cr. An intensive course in musicianship at the keyboard, with an emphasis on piano technique, performance, and sight reading. Satisfactory completion (with a minimum grade of *B-*) will constitute the keyboard prerequisite for MUSIC 173. Fall, Spring

**MUSIC 75. Piano Skills II.** 2 hr.; 1 cr. Prereq.: A grade of *B-* or higher in MUSIC 74, or placement by examination. Primarily for music majors with little previous training in piano playing. Standard piano literature beginning at a NYSSMA Upper Level 2 and concluding with NYSSMA Level 3 or higher. Additional piano skills such as realizing figured bass, playing from a lead sheet, improvisation, and sight reading. Normally taken concurrently with MUSIC 171 and 173. May be repeated once for credit with permission of the School of Music.

**MUSIC 129. Italian Diction for Singers.** 2 hr.; 1 cr. Prereq.: Admission to the BMus program as a voice major or permission of the instructor. An introduction to Italian diction and the International Phonetic Alphabet (IPA). Song and operatic literature will be covered. In-class performance will be required, along with written assignments and examinations.

**MUSIC 130. German Diction for Singers.** 2 hr.; 1 cr. Prereq.: MUSIC 129 or permission of the instructor. An introduction to German diction and the German song literature; arias from German opera may also be included. In-class performance will be required, along with written assignments and examinations.

**MUSIC 171. Sight Singing and Dictation I.** 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: Admission is by a passing score on a School of Music qualifying examination. Satisfactory work in MUSIC 71 (with a minimum grade of *B-*) or the equivalent will constitute the prerequisite for MUSIC 171; coreq.: MUSIC 173. Fall, Spring

**MUSIC 172. Sight Singing and Dictation II.** 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: Minimum grade of *C-* and passing work in both sight singing and dictation in MUSIC 171. Normally taken in the same semester as MUSIC 174. Fall, Spring

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**MUSIC 173. Harmony, Counterpoint, and Keyboard Skills I.** 3 hr.; 3 cr. Prereq.: A passing score in all phases of the School of Music qualifying examination. Students who do not qualify in all parts of this exam will be placed in appropriate sections of elementary courses, and must receive a *minimum* grade of *B–* in order to be permitted to continue to MUSIC 173 and 171; coreq.: MUSIC 171. Fall, Spring

**MUSIC 174. Harmony, Counterpoint, and Keyboard Skills II.** 3 hr.; 3 cr. Prereq.: Minimum grade of *C–* in MUSIC 173 and passing work in both written work and keyboard skills. Fall, Spring

**MUSIC 175. Theory Survey.** 3 hr.; 3 cr. Prereq.: Permission of the School of Music. Review of species counterpoint, harmony, and keyboard skills. Primarily for transfer students and freshmen entering with advanced standing. Fall

**MUSIC 229. French Diction for Singers.** 2 hr.; 1 cr. Prereq.: MUSIC 130 or permission of the instructor. An introduction to French diction and the French art song; arias from French opera may also be included. In-class performance will be required, along with written assignments and examinations.

**MUSIC 230. English Diction for Singers.** 2 hr.; 1 cr. Prereq.: MUSIC 229 or permission of the instructor. Students learn to pronounce and sing English in a clear and neutral (non-regional) way, intelligible to any audience. Song and operatic literature will be covered. In-class performance will be required, along with written assignments and examinations.

**MUSIC 270. Conducting I.** 3 hr.; 2 cr. Prereq.: MUSIC 273 or permission of the School of Music. Baton technique, score reading, and rehearsal techniques applied to choral and instrumental music. Students must achieve a minimum grade of *C–* for this course to count toward the music major. Fall, Spring

**MUSIC 271. Sight Singing and Dictation III.** 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: Minimum grade of *C–* and passing work in both sight singing and dictation in MUSIC 172. In addition, students must have passed the freshman listening examination in order to register for MUSIC 271. Normally taken in the same semester as MUSIC 273. Fall, Spring

**MUSIC 272. Sight Singing and Dictation IV.** 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: Minimum grade of *C–* and passing work in both sight singing and dictation in MUSIC 271. Normally taken in the same semester as MUSIC 274. Students must achieve a minimum grade of *C–* for this course to count toward the music major. Fall, Spring

**MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III.** 3 hr.; 3 cr. Prereq.: Minimum grade of *C–* in MUSIC 174 and passing work in both written work and keyboard skills. In addition, students must have passed the freshman listening examination in order to register for MUSIC 273. Fall, Spring

**MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.** 3 hr.; 3 cr. Prereq.: Minimum grade of *C–* in MUSIC 273 and passing work in both written work and keyboard skills. Introduces the study of chromaticism. Fall, Spring

**MUSIC 276. Principles of Instrumentation.** 3 hr.; 3 cr. Prereq.: MUSIC 274, or permission of the School of Music. Students must achieve a minimum grade of *C–* for this course to count toward the music major. Fall, Spring

**MUSIC 329. Composer's Workshop.** 2 hr.; 1 cr. Prereq.: Permission of the School of Music or admission to the concentration program in composition. A course for students active in musical composition. There will be performances and critiques of student works and examination of other works of importance to contemporary composers. This course is also open to advanced performers seeking experience in the coached performance of new music. May be repeated for credit.

**MUSIC 330. Undergraduate Composition Tutorial.** ½ hr. of private instruction; 2 cr. Prereq.: Admission to the concentration program in composition; coreq.: MUSIC 329 must be taken concurrently every time a student takes MUSIC 330. May be repeated for credit as many times as student remains eligible. Course includes weekly private lessons given by a faculty composer. Students may select their instructors from among faculty members who are active composers, subject to approval by the School of Music. Students seeking guidance in this regard should see the program coordinator.

**MUSIC 370. Conducting II.** 3 hr.; 2 cr. Prereq.: MUSIC 270. Includes consideration of repertoire, problems of interpretation, organization of choral and instrumental groups. Required for music education majors. Students must pass this course with a grade of *B* or higher to be allowed to register for any other music education courses.

**MUSIC 371. Intensive Sight Singing and Dictation I.** 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: Permission of the School of Music. An accelerated and intensive course in sight singing, dictation, and score reading for highly qualified students. Fall

**MUSIC 372. Intensive Sight Singing and Dictation II.** 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: MUSIC 371 or permission of the School of Music. A continuation of MUSIC 371. Completes curricular requirements in sight singing and dictation. Spring

**MUSIC 373. Model Composition and Score Reading.** 3 hr.; 3 cr. Prereq.: Minimum grade of *C–* in MUSIC 274 and passing work in both written work and keyboard skills. Composition in historical styles of the eighteenth and/or nineteenth centuries, combined with advanced work in score reading at the keyboard. Required of students in the theory and composition tracks of the BA in Music. Fall, Spring



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### **MUSIC 374. Musical Techniques of the Twentieth Century (1900–1945).**

3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 274. Students must achieve a minimum grade of C– for this course to count toward the music major. Fall, Spring

### **MUSIC 375. Musical Techniques of the Twentieth Century (1945 to the Present).**

3 hr.; 3 cr. Prereq.: MUSIC 374. Compositional techniques in the post-war era are studied through the works of leading composers. Topics include serialism, aleatory music, electronic music, and other recent developments. Designed for students who plan to study theory and/or composition on an advanced level.††

### **MUSIC 377, 377H. Musical Form and Analysis.**

3 hr.; 3 cr. Prereq.: MUSIC 274; pre- or coreq.: MUSIC 374. Additional prerequisites for MUSIC 377H: CORE Music GPA of 3.5 or higher and permission of the theory coordinator and the sACSM Honors Coordinator. An intensive study of musical forms and genres from *ca.* 1700 to *ca.* 1950, including both instrumental and vocal music. Primary emphasis is on standard formal types associated with music of the eighteenth century. Adaptations of these forms by nineteenth- and early-twentieth-century composers will also be covered. As a final project, honors students will write a research paper. This paper will engage with relevant published research, and also include the students' own analytical insights into either one composition or group of related compositions as determined in consultation with the instructor. Students must achieve a minimum grade of B in MUSIC 377H for the course to be counted toward the music major. Other students must achieve a minimum grade of C– in MUSIC 377 for the course to count toward the music major. Fall, Spring

**MUSIC 378. Composition I.** 3 hr.; 3 cr. Prereq.: MUSIC 374, or permission of the instructor. Students must achieve a minimum grade of C– for this course to count toward the music major. Fall, Spring

**MUSIC 379. Composition II.** 3 hr.; 3 cr. Prereq.: MUSIC 378. May be taken more than once for credit.†

**MUSIC 380. Topical Course in Music Theory and Musicianship.** MUSIC 380.2, 2 hr.; 2 cr. MUSIC 380.3, 3 hr.; 3 cr.††

**MUSIC 381. Arranging and Composing for School Ensembles.** 3 hr.; 2 cr. Prereq.: MUSIC 274 or permission of instructor. Preparation for students to create original works and arrangements appropriate for elementary and secondary school vocal and instrumental ensembles. Principles of instrumentation, orchestration, arranging, and composition will be explored. Students must achieve a minimum grade of C– for this course to count toward the music major.

**MUSIC 382. Introduction to Schenkerian Analysis.** 3 hr.; 3 cr. Prereq. or coreq: MUSIC 373. Prereq.: Permission of the School of Music. An introduction to the theories of Heinrich Schenker and their practical application to music analysis.

## COURSES IN MUSIC EDUCATION

**MUSIC 260. Elementary Classroom Instruments.** 3 hr.; 2 cr. Prereq.: Permission of the School of Music. Designed for early childhood and elementary education majors; practical experience with instruments used in classroom music.††

**MUSIC 261. Music for Children (Elementary Education).** 3 hr.; 3 cr. Prereq.: Permission of the School of Music. A requirement for students majoring in elementary education. Students who receive credit for MUSIC 261 may not also receive credit for MUSIC 262. Fall, Spring

**MUSIC 262. Music for Children (Early Childhood Education).** 3 hr.; 3 cr. Prereq.: Permission of the School of Music. A requirement for students majoring in early childhood education. Students who receive credit for MUSIC 262 may not also receive credit for MUSIC 261. Fall, Spring

**MUSIC 263. Music Literature for Children.** 3 hr.; 2 cr. Prereq.: MUSIC 261 or 262. Designed for students majoring in early childhood or elementary education. A study of music literature and methods that provides an enrichment of the basic classroom music program.††

**MUSIC 264.1. Piano Pedagogy.** 2 hr.; 2 cr. Prereq.: Permission of instructor. Introductory training in piano technique, practice skills, and proficiency necessary to play and teach others to play the beginning through early intermediate levels of piano in an organized and efficient way. Students are provided with the opportunity to teach piano in class and learn from the feedback of the class and instructor. Students will learn the practical aspects of starting and maintaining a professional teaching studio.

**MUSIC 264.2. Advanced Piano Pedagogy.** 2 hr.; 2 cr. Prereq.: Permission of instructor. An advanced course in piano pedagogy offering more intensive training in piano technique, practice skills, and proficiency in order to teach and play the intermediate through advanced levels of repertory which follow the beginner method books and preliminary materials presented in MUSIC 264.1, Piano Pedagogy. Assorted teaching materials are presented; students will have the opportunity to teach in class and learn from the feedback of the class and instructor. Non-Piano Majors: Students who have not taken Piano Pedagogy (264.1), or those who need help in keyboard/theory classes, may register for this class. All beginning pianists will be assigned to work with a more advanced pianist.

**MUSIC 265. Applied Keyboard Skills.** 2 hr.; 1 cr. The use of the piano for classroom and rehearsal purposes. Students will improve their own pianistic skills, practice methods, and piano proficiency. This class is also recommended for music education majors who need to improve their keyboard skills to pass departmental piano proficiency tests. May be repeated for credit.††

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**MUSIC 266. Vocal Pedagogy.** 3 hr.; 2 cr. Prereq.: MUSIC 166 and 267 or permission of the School of Music. For vocal/general majors only. The physiology of the vocal mechanism and techniques for teaching voice production. The development of individual skill in singing is stressed. Students must pass this course with a grade of *C–* or higher to be allowed to register for MUSIC 369 and to student teach.

**MUSIC 267. Introduction to Music Education.** 3 hr. plus fieldwork; 3 cr. Open to music majors only. Prereq.: Sophomore standing and MUSIC 174 (Theory II) or above. An introduction to the historical, philosophical, and sociological foundations of the profession. Experience with the essentials of music pedagogy as applied to school music classes. Each student will participate in a structured field experience under music education faculty supervision. Students must pass this course with a grade of *B* or higher to be allowed to register for any other music education courses.

**MUSIC 268. The School Choral Program.** 3 hr.; 3 cr. Prereq.: Completion of MUSIC 166, 267, and 270. For vocal/general majors only. Objectives, methods, and materials for school (K–12) choruses, glee clubs, ensembles, and vocal classes including multicultural musics, dealing with the special learner and new technologies. Field experiences (45 hr.) required. Students must pass this course with a grade of *B* or higher to be allowed to register for MUSIC 369 and to student teach.

**MUSIC 269. The School Instrumental Program.** 3 hr.; 3 cr. Prereq.: Completion of MUSIC 267, 270, and at least three of the five group instruction courses in the instruments (i.e., MUSIC 161, 162, 163, 167, and 168). For instrumental majors only. Objectives, methods, and materials for school (K–12) bands, orchestras, ensembles, and instrumental classes including multicultural musics, dealing with the special learner and new technologies. Field experiences (45 hr.) required. Students must pass this course with a grade of *B* or higher to be allowed to register for MUSIC 369 and to student teach.

**MUSIC 365. Seminar in the Teaching of Music: Elementary.** 3 hr.; 2 cr. Prereq.: MUSIC 267 and SEYS 221; coreq.: EECE 310. In this course students will focus on curriculum, instruction, and assessment for teaching elementary classroom music. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies and technologies for supporting student learning as defined by city, state, and national standards for music education. Strategies for adapting instruction to students with specific types of exceptionalities will be explored. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Students must pass this course with a grade of *B* or higher to continue on to MUSIC 366.

**MUSIC 366. Seminar in the Teaching of Music: Secondary.** 3 hr.; 2 cr. Prereq.: MUSIC 365 with a minimum grade of *B*; coreq.: EECE 340 or SEYS 340, and ECPSE 350. In this course students will focus on curriculum, instruction, and assessment for teaching secondary general music, including music in middle schools. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies for supporting student learning as defined by city, state, and national standards for music education. Students will learn and practice strategies for teaching music from a multicultural perspective. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Students must pass this course with a grade of *B* or higher to be allowed to student teach.

**MUSIC 368. Special Topics in Music Education.** 3 hr.; 3 cr. Prereq.: MUSIC 267, 268, 269, or permission of the School of Music. The topic changes each time this course is given. For an announcement of the current topic, consult the School of Music office.

**MUSIC 369. Student Teaching in Music.** 16 hr.; 6 cr. Prereq.: MUSIC 267; a minimum 2.7 GPA in music major courses exclusive of electives and performance ensembles; a minimum grade of *B* in MUSIC 366; and both junior-level listening and piano exams passed. The student teaching experience must be at least 14 weeks, full time, and in alignment with the daily schedule and annual school calendar. Students will, to the extent possible, be assigned to both urban and non-urban settings. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

### **Group Instruction in Instruments and Voice**

**MUSIC 161. Group Instruction in Upper Strings.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for (but not limited to) violin. Students must achieve a minimum grade of *C–* for this course to count toward the music major.

**MUSIC 162. Group Instruction in Lower Strings.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for (but not limited to) cello. Students must achieve a minimum grade of *C–* for this course to count toward the music major.

**MUSIC 163. Group Instruction in Woodwinds.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for the woodwind family. Students must achieve a minimum grade of *C–* for this course to count toward the music major.

**MUSIC 164. Group Instruction in Guitar.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267, or permission of the School of Music. For all majors, development of skill in performing and pedagogical techniques for (but not limited to) guitar. Students must achieve a minimum grade of *C–* for this course to count toward the music major.

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**MUSIC 166. Group Instruction in Voice.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267, or permission of the School of Music. For all majors. Development of skill in use of the voice for music teaching. Students must achieve a minimum grade of C– for this course to count toward the music major.

**MUSIC 167. Group Instruction in Brass.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for the brass family. Students must achieve a minimum grade of C– for this course to count toward the music major.

**MUSIC 168. Group Instruction in Percussion.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for the percussion family. Students must achieve a minimum grade of C– for this course to count toward the music major.

### PERFORMANCE ACTIVITIES

*Note:* A student in the Bachelor of Arts program may accumulate a maximum of 12 credits for participating in performance groups; a student in the Bachelor of Music program may accumulate a maximum of 18 credits.

**MUSIC 156. Queens College Choral Society.** MUSIC 156.0, 3 hr.; 0 cr., MUSIC 156.1, 3 hr.; 1 cr. A mixed college-community chorus devoted to the study and performance of large choral masterpieces such as *Messiah*, *Creation*, and *Elijah*. May be repeated for credit. May be counted toward the large-ensemble requirement by permission of the instructor only. Fall, Spring

**MUSIC 158. Queens College Chorus.** MUSIC 158.0, 4 hr.; 0 cr., MUSIC 158.1, 4 hr.; 1 cr. Prereq.: Permission of the instructor; admission is by audition. A singing group designed for those with relatively little previous experience. A wide variety of musical works is

performed. Satisfies the large-ensemble requirement for music majors. May be repeated for credit. Fall, Spring

**MUSIC 159. String Ensemble.** 2 hr.; 1 cr. Prereq.: Permission of the instructor. This ensemble is for undergraduate music majors who play stringed instruments but are not sufficiently advanced to join the Queens College Orchestra. Aspects of string technique and ensemble playing are emphasized. May be repeated for credit. Satisfies the large-ensemble requirement for music majors in BA programs only.

**MUSIC 160. Topical Workshop in Performance.** 3 hr.; 1 cr. Prereq.: Permission of the instructor.

**MUSIC 244. Baroque Ensemble.** 2 hr.; 1 cr. Prereq.: Permission of the instructor. A small, select ensemble that performs Baroque chamber music. May be repeated for credit.

**MUSIC 245. Chamber Orchestra.** MUSIC 245.0, 2 hr.; 0 cr., MUSIC 245.1, 2 hr.; 1 cr. Prereq.: Admission is by audition. The Chamber Orchestra is designed to teach students the skills of playing in an ensemble (balance, intonation, listening to each other, etc.). Students also learn to play in different style periods as applied to modern orchestral instruments. The course involves the in-depth study of a few works, mostly from the classical and modern periods, with two scheduled performances each semester. May be repeated for credit. Fall, Spring

**MUSIC 253. Symphonic Wind Ensemble.** MUSIC 253.0, 3 hr.; 0 cr., MUSIC 253.1, 3 hr.; 1 cr. Prereq.: Admission is by audition. The ensemble performs wind repertoire in which there is one player on each part. Satisfies the large-ensemble requirement for music majors. May be repeated for credit. Fall, Spring

**MUSIC 255. Chamber Music or Small Ensemble.** MUSIC 255.1, 1 hr.; 1 cr., MUSIC 255.2, 2 hr.; 2 cr. Prereq.: Permission of the School of Music. All BMus students complete at least 4 semesters of chamber

music or small ensemble. This requirement is fulfilled by 4 semesters of MUSIC 255.1, 1 hr.; 1 cr., or MUSIC 255.2, 2 hr.; 2 cr.

The following courses may meet one or more of the semesters of the required 4 with department permission: 245.1, 256.1, 256.2, 257.1, 285.2, or 356.1. All these courses may be repeated for credit. Fall, Spring

**MUSIC 256. Opera Studio.** MUSIC 256.0, 2 hr.; 0 cr., MUSIC 256.1, 2 hr.; 1 cr., MUSIC 256.2, 2 hr.; 2 cr., MUSIC 256.3, 3 hr.; 3 cr., MUSIC 256.4, 4 hr.; 4 cr., MUSIC 256.5, 5 hr.; 5 cr., MUSIC 256.6, 6 hr.; 6 cr. Prereq.: Admission to course and number of credits and hours by permission of the instructor. A participation course. Students are coached individually and introduced to a wide variety of operatic literature, including solos and ensembles. May be repeated for credit. Fall, Spring

**MUSIC 257. Ensemble of Related Instruments.** MUSIC 257.0, 2 hr.; 0 cr., MUSIC 257.1, 2 hr.; 1 cr. Prereq.: Permission of the instructor; MUSIC 257.0 additionally requires permission of the department. Ensembles currently available include Brass Ensemble, Saxophone Ensemble, Percussion Ensemble, and Guitar Ensemble. With permission of the department, may substitute for any or all required semesters of MUSIC 255 for Bachelor of Music students who play appropriate instruments. May be repeated for credit. Fall, Spring

**MUSIC 258. Concert Choir.** MUSIC 258.0, 4 hr.; 0 cr., MUSIC 258.1, 4 hr.; 1 cr. Prereq.: Permission of the instructor; admission is by audition. A mixed chorus devoted to the study and performance of music from the Renaissance to the present. Satisfies the large-ensemble requirement for music majors. May be repeated for credit. Fall, Spring

**MUSIC 259. Orchestra.** MUSIC 259.0, 5 hr.; 0 cr., MUSIC 259.1, 5 hr.; 1 cr. MUSIC 259.2, 5 hr.; 2 cr. (only by permission of instructor). Prereq.: Audition and permission of the instructor. May be repeated for credit. Fall, Spring

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**MUSIC 282.VT. Survey of Repertory for Major Instruments and Voice.** 2 hr.; 1 cr. Prereq.: Enrollment in the Performance Major (BMus) or permission of the instructor; coreq.: MUSIC 151, 152, 251, 252, 351, 352, 451, or 452. May only be taken in the student's major instrument or voice. May be repeated for credit.††

**MUSIC 283. The Art of Keyboard Collaboration.** 2 hr.; 1 cr. Prereq.: Permission of the instructor. Introduction to techniques and art of accompaniment through intensive study of selected examples of vocal and instrumental literature. Emphasis on the skills of sight-reading.

**MUSIC 284. Introduction to Continuo Playing.** 2 hr.; 1 cr. Prereq.: MUSIC 273 and permission of the instructor. Introduction to the techniques of realizing a figured bass at the harpsichord. Intended for advanced players of other keyboard instruments. May be taken by Bachelor of Music piano majors to satisfy one semester of MUSIC 286.††

**MUSIC 285. Topical Course in Performance.** MUSIC 285.1, 2 hr., 1 cr.; MUSIC 285.2, 2 hr.; 2 cr., MUSIC 285.3, 3 hr.; 3 cr. Prereq.: Permission of the instructor. May be repeated for credit.††

**MUSIC 286. Practical Accompanying.** 2 hr.; 2 cr. Prereq.: Permission of the accompaniment coordinator. Practical experience in serving as accompanist for an ensemble, a performance course (e.g., string repertory), or student recitals. Students will be assigned responsibilities by the accompaniment coordinator. May be repeated for credit. Required of all Bachelor of Music students majoring in piano.

**MUSIC 291. Jazz Band and Ensembles.** MUSIC 291.0, 3 hr.; 0 cr., MUSIC 291.1, 3 hr.; 1 cr. Prereq.: Permission of the instructor. Groups of various sizes devoted to the study and performance of appropriate literature, both published and special arrangements, including original student work. May be repeated for credit. Fall, Spring

**MUSIC 356. Vocal Ensemble.** MUSIC 356.0, 2 hr.; 0 cr., MUSIC 356.1, 2 hr.; 1 cr. Prereq.: Permission of the instructor, admission is by audition. A small, select chamber choir that performs music from the Middle Ages to the present day. May be repeated for credit. May be counted toward the large-ensemble requirement by permission of the instructor only. Fall, Spring

**MUSIC 357. Renaissance Band.** MUSIC 357.0, 2 hr.; 0 cr., MUSIC 357.1, 2 hr.; 1 cr. Prereq.: Permission of the instructor. Specializes in the performance of instrumental music of the Middle Ages, Renaissance, and early Baroque on modern copies of old instruments. May be repeated for credit. Fall, Spring

### Individual Instruction in Musical Performance

*Note:* There are three distinct series of individual lessons for music majors. MUSIC 148–349 are only for students in the Bachelor of Music in Music Education program; MUSIC 151–452 are only for students in the Bachelor of Music in Performance program; MUSIC 187–388 are only for students in the Bachelor of Arts programs in music. Within each series, each course is a continuation of the preceding one. All are offered each semester. Students are admitted to only one of the three degree programs, and must declare that major in order to be eligible for the corresponding lesson sequence.

**MUSIC 148. Individual Study in Performance I.** 1 hr.; 1 cr. Prereq.: Permission of the School of Music through audition. Students in the BMus Performance major are not eligible for this sequence of courses. Students in BA Music are not eligible for this sequence of courses. Individual studio instruction in the student's principal instrument or voice with regard to both technique and interpretation of appropriate music literature.

**MUSIC 149. Individual Study in Performance II.** 1 hr.; 1 cr. Prereq.: MUSIC 148.

**MUSIC 248. Individual Study in Performance III.** 1 hr.; 1 cr. Prereq.: MUSIC 149.

**MUSIC 249. Individual Study in Performance IV.** 1 hr.; 1 cr. Prereq.: MUSIC 248.

**MUSIC 348. Individual Study in Performance V.** 1 hr.; 1 cr. Prereq.: MUSIC 249.

**MUSIC 349. Individual Study in Performance VI.** 1 hr.; 1 cr. Prereq.: MUSIC 348.

**MUSIC 151. Major Study in Performance I.** Private studio instruction 1 hr. weekly; 3 cr. Prereq.: Permission of the School of Music through audition of the student. Study in musical performance with regard to both technique and interpretation of appropriate music literature.

**MUSIC 152. Major Study in Performance II.** 1 hr. weekly; 3 cr. Prereq.: MUSIC 151.

**MUSIC 251. Major Study in Performance III.** 1 hr. weekly; 3 cr. Prereq.: MUSIC 152.

**MUSIC 252. Major Study in Performance IV.** 1 hr. weekly; 3 cr. Prereq.: MUSIC 251.

**MUSIC 351. Major Study in Performance V.** 1 hr. weekly; 3 cr. Prereq.: MUSIC 252.

**MUSIC 352. Major Study in Performance VI.** 1 hr. weekly; 3 cr. Prereq.: MUSIC 351.

**MUSIC 451. Major Study in Performance VII.** 1 hr. weekly; 3 cr. Prereq.: MUSIC 352.

**MUSIC 452, 452H. Major Study in Performance VIII.** 1 hr. weekly; 3 cr. Prereq.: MUSIC 451. Additional prerequisites for MUSIC 452H: Eligibility for Music 452H is determined on the basis of progress evaluations during a student's sophomore or junior year and minimum grade of *B+* in MUSIC 451; Core Music GPA of 3.5 or higher; and permission of the instructor

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and the ACSM Honors Coordinator. For MUSIC 452H only: Preparation and presentation of a significant performance, to be approved by the instructor (in consultation with the ACSM honors advisor), is required for this course. Examples may include performances as major role soloist with an ACSM ensemble or a full-length recital. Note that your regular degree recital may not be used to fulfill this requirement.

**MUSIC 187. Individual Study in Performance I.** ½ hr.; 1 cr. Private instruction in the student's principal instrument or voice. Prereq.: Student must have been accepted into the Standard Music Major or the Music Major with the Music Education Sequence and must have declared that major. Coreq.: any of the following: MUSIC 173, 174, 175, 273, 274, 373, 374; or completion of MUSIC 374. Students in the BMus program (Performance Major) are not eligible for this sequence of courses; these students take MUSIC 151 (Major Study in Performance I) and its successor courses.

**MUSIC 188. Individual Study in Performance II.** ½ hr.; 1 cr. Prereq.: MUSIC 187; coreq.: any of the following: MUSIC 173, 174, 175, 273, 274, 373, 374; or completion of MUSIC 374.

**MUSIC 287. Individual Study in Performance III.** ½ hr.; 1 cr. Prereq.: MUSIC 188; coreq.: any of the following: MUSIC 173, 174, 175, 273, 274, 373, 374; or completion of MUSIC 374.

**MUSIC 288. Individual Study in Performance IV.** ½ hr.; 1 cr. Prereq.: MUSIC 287; coreq.: any of the following: MUSIC 173, 174, 175, 273, 274, 373, 374; or completion of MUSIC 374.

**MUSIC 387. Individual Study in Performance V.** ½ hr.; 1 cr. Prereq.: MUSIC 288; coreq.: any of the following: MUSIC 173, 174, 175, 273, 274, 373, 374; or completion of MUSIC 374.

**MUSIC 388. Individual Study in Performance VI.** ½ hr.; 1 cr. Prereq.: MUSIC 387; coreq.: any of the following: MUSIC 173, 174, 175, 273, 274, 373, 374; or completion of all six of these courses. With permission of the department, may be repeated for credit up to 3 times (a total of 3 credits).

### *Studies in Jazz (see also MUSIC 291)*

**MUSIC 292. Improvisation.** 3 hr.; 3 cr. Prereq.: MUSIC 274. A study of the theory, practice, and styles of jazz improvisation designed to develop the techniques and skills of the performer.††

**MUSIC 293. Arranging.** 3 hr.; 3 cr. Prereq.: MUSIC 274. Planned to develop knowledge and skill in arranging and orchestrating for the jazz band, the theatre orchestra, the television orchestra, and other performing groups. A study of recording techniques with special electronic equipment.††

**MUSIC 294. Analysis of Jazz.** 3 hr.; 3 cr. Prereq.: MUSIC 274. Detailed analysis of selected jazz idioms and other related popular forms. Consideration of such aspects as melody, harmony, rhythm, forms, orchestration, and style.

**MUSIC 295. Jazz Composition.** 3 hr.; 3 cr. Prereq.: MUSIC 274. The development of skills and techniques in the use of various jazz idioms and their application to individual creative expression.††

**MUSIC 296. Composing for the Musical Theatre.** 3 hr.; 3 cr. Prereq.: MUSIC 274. The study of composition as applied to the musical theatre. The aesthetics and idioms of recent trends.††

### *Digital Audio Technology*

**MUSIC 314. Recording Studio Fundamentals.** 3 hr.; 3 cr. An introductory survey of modern music production and recording techniques. Students will learn basic techniques for creating digital audio content, including simple MIDI and virtual instrument techniques, stereo recording techniques, digital audio editing, and session file techniques. Students will complete a series of individual and group projects to understand the various aspects of the production process.

**MUSIC 315. Audio and MIDI Sequencing I.** 3 hr.; 3 cr. Pre- or coreq.: Music 314, or permission of instructor, or equivalent study. The basics of digital sequencing using Virtual Instruments/MIDI and audio files inside a modern digital audio workstation to establish a strong foundation for further studies in composition and production. Through weekly assignments, students learn to work in a digital audio workstation (DAW) environment. Students will learn to input and edit notes as well as continuous controller automation to create expressive music. Students will master file import, quantizing, and time stretching of audio files. They will then learn to integrate those tracks with virtual instruments as an introduction to recording live audio. This class will emphasize content creation.

**MUSIC 316. Audio and MIDI Sequencing 2.** 3 hr.; 3 cr. Prereq.: MUSIC 315 or permission of instructor. Advanced concepts of digital sequencing, advanced study of the DAW environment, sampler programming, recording live audio, and advanced mixing techniques. Students learn different sequencing techniques to improve their musical compositions.

**MUSIC 318. Digital Recording I.** 3 hr.; 3 cr. Pre- or coreq.: Recording Studio Fundamentals, or permission of the instructor, or equivalent study. Advanced-level study of the craft of digital audio recording, including acoustic theory, musical proportion, digital theory, signal flow, and other studio considerations. Every student completes short



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weekly creative projects in digital audio, simultaneously learning different styles of composition and different technological configurations, including the tools to create and mix musical content in a modern digital audio workstation. Students also learn strategies for success in an increasingly technological environment.

**MUSIC 319. Digital Recording 2.** 3 hr.; 3 cr. Prereq: Digital Recording 1. Detailed and advanced study of digital audio recording, including file management, frequency estimation, audio streaming, track compilation, submastering and complex mixing, digital mastering, and data compression. Every student completes several collaborative projects in digital audio, as well as several recreations of extant work.

### *Special Problems*

**MUSIC 150. Independent Study in Instrument or Voice.** Hr. to be arranged; 1 cr. Prereq.: Audition. May be repeated for credit, up to a maximum of 4 credits. Grade of B– in MUSIC 150 is required to repeat. For students who wish to study instrumental or vocal performance for college credit. May be repeated for credit, up to a limit of 4 credits. May not substitute for any required course in the music major (major codes 075–078). Fall, Spring

**MUSIC 250. Independent Study of Japanese Instruments.** Hr. to be arranged; 2 cr. Prereq.: Audition and interview. May be repeated for credit, up to a maximum of 8 credits: (a) Koto; (b) Shakuhachi; and (c) Shamisen.

**MUSIC 390. Music Bibliography.** 2 hr.; 2 cr. Prereq.: Senior standing and permission of the School of Music.††

**MUSIC 391, 392. Special Problems.** MUSIC 391.1–391.3, 1–3 hr.; 1–3 cr., MUSIC 392.1–392.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the School of Music. Interested students should apply before the end of the sixth week of the preceding semester. Intensive study and a definite project in a field chosen by the student under the direction of a faculty member of the School. May be taken more than once provided the topic is different. Fall, Spring

### **COURSES IN RESERVE**

**MUSIC 58. Glee Club.**

**MUSIC 59. Concert Band.**



# Neuroscience

*Director:* Giuseppe Cataldo

*Approved Research Faculty:* Biology: Baker, Dennehy, Fath, Gickman-Holtzman, Ma, Meléndez, Savage-Dunn, Tajerian, Weinstein, Zakeri; Chemistry & Biochemistry: Chen, Choi, Hersh, Kumar, Rotenberg, Saffran, Samuni; Computer Science: Sy; Family, Nutrition & Exercise Sciences: Hung; Psychology: Beeler, Bodnar, Brumberg, Fan, Foldi, Johnson, Nomura, Pytte, Ranaldi, Sneed, Storbeck, Unger

*Majors Offered:* Neuroscience & Biology (State Education Code 30040), Neuroscience & Psychology (State Education Code 30041)

## Program Award

Each year the Neuroscience Awards Committee recognizes two graduating seniors who have performed outstandingly in the lab with the *Excellence in Neuroscience Research Award*.

## THE MAJOR

Neuroscience is an honors research-oriented program for students interested in pursuing neuroscience-related research or medical careers. The program prepares students for graduate or professional studies in neuroscience, neurology, neurosurgery, psychiatry, behavioral neuroscience, neuropsychology, or related fields. A bachelor's degree in neuroscience offers opportunities to work as a research assistant or associate in a variety of settings, including pharmaceutical, medical, or academic environments; a master's degree can lead to similar employment in research settings, but with greater seniority and responsibility than with a bachelor's degree. Individuals who earn a PhD or MD degree in these fields can either conduct research as principal investigators or enter clinical practice treating or diagnosing patients with neurological or psychiatric diseases.

### REQUIREMENTS FOR THE MAJORS IN NEUROSCIENCE (MAJOR CODES NRSCIB-BA AND NRSCIP-BA)

A total of 55 credits is required.

#### Required courses

PSYCH 101; BIOL 105 and BIOL 106; CHEM 113.1 and 113.4, and CHEM 114.1 and 114.4; PSYCH 107.1 and 107.3 (*or* BIOL 230); PSYCH 213W; PSYCH 243; BIOL 286 and BIOL 373 *or* PSYCH 316/BIOL 385.4; *plus* 3 independent research credits chosen from the courses available in Biology (Bio 390-395), Chemistry (Chem 391-395), Honors in the Mathematical and Natural Sciences (HMNS 291, 391), or Psychology (Psych 391). This reflects research thesis credit and is taken in the student's last semester. Students must consult with their research mentor/HMNS Director to arrange to take these credits.

#### Electives (12 credits)

Chosen from the following courses: PSYCH, 260, 281\*, one Advanced Experimental course (311, 312, 313, 316, or 319)\*\*, 342, 345, 346, 352; 285, 345W, 354, 365, 372; CHEM 371.

Students must take 12 additional credits, to total 55 credits, from the following courses

PSYCH 260.	Sensation and Perception	3 cr.
PSYCH 281.	Special Topics*	3 cr.
PSYCH 311.	Advanced Experimental Psychology:	

	Learning	4 cr.**
PSYCH 312.	Advanced Experimental Psychology: Sensation & Perception	4 cr.**
PSYCH 313.	Advanced Experimental Psychology: Cognition	4 cr.**
PSYCH 316.	Advanced Experimental Psychology: Experimental Neurobiology	4 cr.**
PSYCH 319.	Advanced Experimental Psychology: Human Memory	4 cr.**
PSYCH 342.	Comparative Psychology	3 cr.
PSYCH 345.	Cognitive Neuroscience	3 cr.
PSYCH 346.	Neuroscience of Memory	3 cr.
PSYCH 352.	Psychopharmacology	3 cr.
BIOL 285.	Genetics	4 cr.
BIOL 325.	Anatomy & Physiology I	4 cr.
BIOL 326.	Anatomy & Physiology II	4 cr.
BIOL 345.	Animal Behavior	4 cr.
BIOL 354.	Evolution	4 cr.
BIOL 365.	Developmental Biology	4 cr.
CHEM 371.	Biochemistry	4 cr.

Additional courses may be approved by the Neuroscience Steering Committee, as required. Course descriptions can be found within the *Bulletin* listing for the department offering the course (Biology, Chemistry & Biochemistry, and Psychology).

\*Some topics (check with program director).

\*\* You may select ONE course from the list of Advanced Experimental offerings ONLY if you choose Bio 373 in the required category.

Students who wish to major in neuroscience must apply for admission. Application deadlines are October 1 and March 1 of each year. Admission requirements include a minimum overall GPA of 3.0, sophomore or junior standing, and completion of a minimum of 7 credits at Queens College counting toward the major (and more is recommended). Applicants with a demonstrated interest in neuroscience (e.g., B+ or better in Psychology 243, being in an approved neuroscience lab) are preferred. Applications and complete information about the major can be obtained at the major's website: [www.qc.cuny.edu/Neuroscience](http://www.qc.cuny.edu/Neuroscience).

To maintain their status as neuroscience majors, students must:

1. maintain at least a 3.0 overall GPA;

2. maintain at least a 3.0 GPA in courses within the major; and
3. find an approved research placement as soon as possible but prior to the end of their junior year.

To graduate with a neuroscience major, students must:

1. have a final overall GPA of at least 3.0;
2. have a final GPA of at least 3.0 in neuroscience major course work;
3. complete an approved honors thesis based on a minimum of one year of research; and
4. complete a public presentation of their research.

In addition, they must complete the neuroscience curriculum, which consists of the course requirements shown in the box on this page.

# Philosophy

*Chair:* Stephen Grover

*Director of BA/MA:* Alberto Cordero-Lecca

*Professors:* Cordero-Lecca; *Associate Professors:* Donato, Doukhan, Grover, Kisilevsky, O'Connor; *Assistant Professor:* Twomey; *Adjunct Assistant Professor:* Polish; *Adjunct Lecturers:* Miceli, Ng, Ostling, Papigiotis, Puglisi, Taha, Zyglewicz; *Department Secretary:* Hong

*Department Office:* Powdermaker 350, 718-997-5270; Fax 718-997-5249

*Majors Offered:* Philosophy (State Education Code 02775; BA/MA State Education Code 02772)

## The Content and Point of Philosophy

To study philosophy is to strive after defensible views on the basic issues of knowledge and value. Philosophy challenges one to develop consistent and reasonable positions, mindful of the work of great philosophers, on such matters as the nature and scope of human knowledge, the grounds for moral and political principles, the character of religious belief, and the methods employed by both practical and theoretical sciences. This study encourages responsible, independent thought and action; it widens one's experience by disclosing surprising alternatives to settled opinions and habitual beliefs; it champions the view that free, critical inquiry, among persons of candor and good will, is a necessary condition of a genuinely full and worthwhile life.

A major or minor in philosophy represents the finest tradition of liberal arts studies and will be of value in any vocation that prizes this tradition—for example, law, teaching, publishing, journalism, the ministry; the special sciences such as psychology, economics, history, physics, and mathematics; and such arts as language, literature, drama, and music. Students interested in these or similar fields are invited to consider a minor in philosophy, or a second major in philosophy, as a natural complement

to their main specialization. From the wide variety of philosophy offerings each semester, students may select courses of particular relevance to their other work.

## TYPES OF PHILOSOPHY COURSES

PHIL 101, while not a prerequisite to the other courses, is the basic introduction to the subject. It is designed to give beginners a grasp of the various chief issues that philosophy investigates. PHIL 120, also at the introductory level, applies philosophical methods of investigation to problems arising from current developments in politics, medicine, urban affairs, popular culture, technology, law, and the like.

PHIL 109 is an introductory course in modern formal logic, focusing on symbolic techniques for analyzing arguments and for building logical systems.

Courses PHIL 101 through 118 and PHIL 212 through 226 are field courses in the several divisions of philosophy. Each of them goes into a cluster of vital issues that arise in connection with a specific field of study represented elsewhere in the college. Look among these for courses that closely support and amplify your other work.

Courses PHIL 140 through 148 are historical. Each of them takes up selected writings of the major figures in an important period of philosophy, not simply with an eye to their historical interest, but as containing formidable arguments that philosophers of various persuasions still explore and debate today. These courses also locate the intellectual origins of notable artistic, scientific, and social developments. Modern times have presented very few totally novel philosophical issues; most have roots deep in the past, and in getting a fix on these, one gets one's bearings on the issues in their modern shapes.

Courses PHIL 260 through 272 are advanced. Each of them investigates in depth either a particular system of philosophy or a group of closely related classical or contemporary problems of special significance.

Courses PHIL 383, 393, and 394 are seminars and tutorials that provide directed research for advanced students.

*Note:* Detailed course descriptions, with instructors' names, are obtainable from the department several weeks prior to each registration period.

## Department Awards

The department annually offers the *Morris K. Balsam Memorial Award*, to an outstanding graduating major who plans to attend graduate school; the *Anna K. Edelman Award*, to an outstanding student in the department; the *Fanny Gold Memorial Award*, to a student who has done distinguished work in the area of philosophy of religion; the *Nathan Gold Memorial Award*, to an outstanding graduating major who plans to attend law school; and the *Service Award*.

## THE MAJOR

The major in philosophy normally consists of 36 credits in philosophy, plus recommended courses in related fields. See the box on the next page for the specific requirements for the major.

## THE MINOR

The minor in philosophy consists of 18 credits. See the box on the next page for the specific requirements for the minor.

## COMBINED BA/MA PROGRAM (MAJOR CODE PHIL-BAMA)

This program allows the student to finish all work for both the BA and MA degrees in four years. For information and applications, contact the department's graduate advisor.

## PHILOSOPHY

### REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY (MAJOR CODE PHIL-BA)

#### Required (36 credits)

PHIL 109, 140, 141 or 142 or 144, 143, and 383W.

In PHIL 383W the student prepares a senior thesis, which will be graded by a supervisor chosen in consultation with the chair. The entire plan of the major is subject to the approval of the department concentration advisor and should be worked out in conference with the advisor and with the advice and help of the various members of the department.

### REQUIREMENTS FOR THE MINOR IN PHILOSOPHY (MINOR CODE PHIL-MIN)

#### Required (18 credits)

No more than two courses from PHIL 101, 103 (currently on reserve), and 120 may be counted. Two courses must be taken from the history of philosophy series, PHIL 140 through 148. Specific courses for the minor should be selected in consultation with the department's concentration advisor.

#### The following graduate courses are open to qualified undergraduates with permission of the department.

Consult the *Graduate Bulletin* for course descriptions and information.

PHIL 620. Advanced Logic.

PHIL 621. Logic and Language.

PHIL 651. Philosophy of Law.

PHIL 652. Philosophy of History.

PHIL 653. Philosophy of the State.

PHIL 654. Philosophy of Religion.

## COURSES\*

Courses are noted for special considerations such as semesters<sup>†</sup> and variable scheduling.<sup>††</sup>

### PHIL 101, 101W. Introduction to Philosophy.

3 hr.; 3 cr. Basic problems such as knowledge, reality, meaning, value, the nature of persons and their political

and cultural environment are introduced through selected readings of great philosophers. Designed for beginners in philosophy. (CV, ET)

**PHIL 104, 104W. Introduction to Ethics.** 3 hr.; 3 cr. An investigation of rival theories concerning moral goodness, rightness, happiness, freedom, and responsibility. Selected readings from classical and contemporary sources. (IS)

**PHIL 105. Film/Philosophy/Politics.** 3 or 4 hr.; 3 cr. Philosophical and cinematic analysis of significant films. Special stress given to ideological and mythic functions, narrative and visual styles, and the interaction of political, aesthetic, and semiological elements. Various specific topics such as American depression-era films; imagination and insurrection; revolutionary cinema; films of the fifties; the politics of everyday life; film aesthetics. Consult the department for current offerings. May be repeated for credit provided the topic is different.

**PHIL 106. Ideas in Literature.** 3 hr.; 3 cr. A consideration of both the relation of philosophical writings to the critical study of works of literature and the use of philosophical concepts of literature. Readings will be selected from a wide range of periods and styles.

**PHIL 109. Modern Logic.** 3 hr.; 3 cr. An introduction to logic and logical techniques. The powerful method of symbolism is extensively employed.

**PHIL 111. Introduction to Aesthetics.** 3 hr.; 3 cr. Survey of some fundamental issues in philosophical aesthetics from the Greeks to the present. Possible topics include theories of the beautiful; the standard of taste, art, and emotion; representation and form; aesthetic descriptions and judgments; art and society.<sup>††</sup>

**PHIL 116, 116W. Introduction to Philosophy of Religion.** 3 hr.; 3 cr. A philosophical examination of basic concepts in religion such as God, religious meaning, faith, and religious experience. Readings

will be selected from classical and contemporary sources. (IS)

**PHIL 118. Introduction to Eastern Philosophy.** 3 hr.; 3 cr. An examination of major trends in the philosophical and religious traditions of India, China, and Japan, including such topics as the Upanishads, Vedanta, Mahayana and Theravada Buddhism, and Zen.

**PHIL 120. Contemporary Issues in Philosophical Perspective.** 3 hr.; 3 cr. Philosophical analysis of issues of current importance and interest. Possible topics include man and nature; philosophy and the environmental crisis; the nature of the person; law, ethics, and medicine; film and politics. If offered in multiple sections, each section may be concerned with different materials. Consult the department for current offerings. May be repeated for credit provided the topic is different.

**PHIL 121. Law, Ethics, and Medicine.** 3 hr.; 3 cr. An examination of problems currently arising at the juncture of law, ethics, and medicine, for example: abortion, euthanasia, experimentation on "human subjects," mental health services in schools, and problems regarding law and psychiatry (prison psychiatry and the insanity defense, among others).

**PHIL 122. Philosophy and the Challenge of the Future.** 3 hr.; 3 cr. Analysis of philosophical problems raised by radical change in society and the sciences. Issues concerning such topics as personal identity, the nature of the human, and moral agency are examined with reference to recent developments in culture and technology.

**PHIL 123. Freedom and Responsibility.** 3 hr.; 3 cr. An examination of issues concerning human freedom and responsibility in their political, legal, and religious dimensions; the problems of moral decision in general and in situations of crisis; attention to writings of such figures as Plato, Berkeley, Bettelheim, and Bonhoeffer.

\*MAT charges possible.

## PHILOSOPHY

**PHIL 124. Philosophy and the Holocaust.** 3 hr.; 3 cr. An investigation of radical evil as exhibited in the Holocaust and of the philosophical issues encountered in attempts to understand or explain it. Relevance of the Holocaust to views of human nature, moral choice, and resistance.

**PHIL 125. Philosophy of the Environment.** 3 hr.; 3 cr. A philosophical analysis of issues relating to the natural environment. Possible topics include the relationship of humankind to nature; responsibility to future generations; the nature and origin of rights; ownership and land use; intrinsic and instrumental values; and the concept of citizenship. Readings from traditional and contemporary sources in ethics and political philosophy will be combined with analysis of specific areas of environmental concern, such as population growth, preservation of endangered species, distribution of natural resources, pollution, and the value of wilderness.

**PHIL 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. “Corequisite” means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college’s writing-intensive course requirements. May be repeated for credit.

**PHIL 140. History of Ancient Philosophy.** 3 hr.; 3 cr. A study of the major thinkers of the ancient period as well as the general philosophical trends in which their views arose. Special attention is given to such thinkers as the pre-Socratics, Plato, Aristotle, and Lucretius. (CV, ET, PI)

**PHIL 141. History of Medieval Philosophy.** 3 hr.; 3 cr. A study of the transmission of the classical philosophical heritage to the Latin, Islamic, and Jewish cultures during the Middle Ages. Selected readings from Augustine, Anselm, Eriugena, Abelard, Avicenna, Averroës, Maimonides, Aquinas, Scotus, and Ockham.

**PHIL 142. History of Renaissance Philosophy.** 3 hr.; 3 cr. A study of the major philosophical movements in western Europe from 1350–1600. Topics to be investigated include Humanism, Renaissance Platonism, and Aristotelianism, the philosophical implications of the Protestant Reformation, the new philosophies of nature, and the rise of modern science.

**PHIL 143. History of Modern Philosophy I: Descartes to Hume.** 3 hr.; 3 cr. An analysis of European philosophy in the seventeenth and eighteenth centuries. Selected readings from Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.

**PHIL 144. History of Modern Philosophy II: Kant to Nietzsche.** 3 hr.; 3 cr. A critical survey of nineteenth-century philosophy and its immediate background in Kant; examination of German idealists, their opponents and successors. Selected readings from Hegel, Schopenhauer, Marx, Mill, Kierkegaard, and Nietzsche.

**PHIL 145. History of Contemporary Philosophy I: Phenomenology and Existentialism.** 3 hr.; 3 cr. A study of the background, central problems, and representative figures of phenomenology, existentialism, and structuralism. Selected readings from Husserl, Heidegger, Merleau-Ponty, Sartre, and Derrida.††

**PHIL 146. History of Contemporary Philosophy II: The Analytic Tradition.** 3 hr.; 3 cr. Logical empiricism and contemporary varieties of analytic philosophy are examined through a study of such writers as G.E. Moore, B. Russell, L. Wittgenstein, R. Carnap, G. Ryle, and P. Strawson.††

**PHIL 148. History of American Philosophy.** 3 hr.; 3 cr. A survey of major American thinkers from colonial times to the present. Figures such as Emerson, Thoreau, Peirce, James, and Dewey will be considered.

**PHIL 150. Philosophy and Feminism.** 3 hr.; 3 cr. An examination of feminist perspectives on topics such as knowledge, metaphysics, aesthetics, ethics, political philosophy, and the nature and history of philosophy. Attention will be paid to the nature of gender and to the question of its role in the framing of philosophical issues, methods, and paradigms of investigation.

**PHIL 160. Business Ethics.** 3 hr.; 3 cr. Classical and contemporary ethical theories are applied to the policies and practices of domestic and international business, with the end in view of considering, or establishing, criteria by means of which such policies and practices might be realistically evaluated, morally and ethically. Relevant topics may include the relationship between law and ethics; duties and responsibilities among employers, employees, stockholders, the public, and the environment; and issues involved in hiring, retention, marketing, investment, information disclosure, accounting, and advertising.

**PHIL 212. Philosophy of Knowledge.** 3 hr.; 3 cr. A consideration of philosophical problems relating to the foundation, nature, and justification of knowledge.

**PHIL 213. Metaphysics.** 3 hr.; 3 cr. An analytical and critical examination of the nature, scope, and method of metaphysics, and of the fundamental distinctions and categories employed in the study of existence and existents.††

**PHIL 219. VT: Philosophical Perspectives on the History of Science.** 3 hr.; 3 cr. An examination of selected turning points in the history of science and their philosophical significance. May be repeated once for credit provided the topic is different.

**PHIL 221. Philosophy of History.** 3 hr.; 3 cr. Consideration of both speculative and critical philosophies of history with emphasis on the relation of history to the sciences, historical explanation, and the principle of historical selection. Selected readings from Vico, Hegel, Marx, Collingwood, Beard, Sartre, Foucault.††

## PHILOSOPHY

**PHIL 222. Political Philosophy.** 3 hr.; 3 cr. An analysis of the major political philosophers from Plato to the early twentieth century.

**PHIL 223. Philosophy of Law.** 3 hr.; 3 cr. An introduction to those basic concepts of law and jurisprudence that have been influential in the formation of legal systems. Emphasis will be given to contemporary theory and criticism.††

**PHIL 224. Philosophy of Mind.** 3 hr.; 3 cr. Selected problems in philosophical psychology: concepts of mind; existential psychology; the mind-body problem; the nature of imagination; belief, emotion, intention, and introspection.†

**PHIL 225. Philosophy of the Natural Sciences.** 3 hr.; 3 cr. An analysis of the meaning, structure, and implications of modern natural sciences, and an examination of some fundamental philosophical problems concerning scientific inquiry and scientific knowledge.† (SW, SCI)

**PHIL 226. Philosophy of the Social Sciences.** 3 hr.; 3 cr. Prereq.: Junior standing or permission of the instructor. A philosophical critique of the fundamental assumptions, methodologies, and controversies in current social science. Possible topics include behaviorism and its alternatives; mainstream economics versus Marxism and quantitative sociology; functionalism and alternative conceptions in sociology and anthropology.†

**PHIL 250. Plato and the Bible.** 3 hr.; 3 cr. A comparative examination of philosophical themes in the Bible and in Greek philosophy, focusing upon conceptions of God, creation, human nature, physical and moral evil, the meaning of history, and the nature of society.

**PHIL 251. Aristotle and Maimonides.** 3 hr.; 3 cr. An inquiry into the impact of Aristotle's philosophy upon medieval Jewish thought and experience as represented by Maimonides. Primary attention to the relation between religion and philosophy and to problems of knowledge, mind, ethics, and society.

**PHIL 252. Existentialism and Modern Jewish Philosophy.** 3 hr.; 3 cr. An examination of the philosophies of Mendelssohn, Hermann Cohen, Martin Buber, and Franz Rosenzweig as responses to challenges presented by Kant, Hegel, Nietzsche, Sartre, and Camus. Emphasis on themes of religion and ethics, the individual and the state, freedom and responsibility, alienation, and the meaning of Jewish existence.

**PHIL 260. VT: Readings in Contemporary Ethical Theory.** 3 hr.; 3 cr. An advanced course in ethics involving an intensive study of a limited number of texts. Emphasis is given to contemporary philosophers, but a continuous effort is made to place these thinkers in the larger context of Western philosophy. May be repeated once for credit provided the topic is different.

**PHIL 261. VT: Advanced Problems in Philosophy of Religion.** 3 hr.; 3 cr. An examination of some of the major problems in contemporary religious thought. Possible topics include the existence of God; the nature of faith; mysticism; the problem of evil; philosophical aspects of eschatology; the impact of science on religion. May be repeated once for credit provided the topic is different.

**PHIL 262. VT: Recent Continental Philosophy.** 3 hr.; 3 cr. Possible topics include the philosophy of language; the human body; theories of consciousness; Husserl's logical studies. Consult the department for current offerings and suggested prerequisites. May be repeated once for credit provided the topic is different.

**PHIL 264. The Philosophy of Plato.** 3 hr.; 3 cr. A critical examination of the major dialogues of Plato. Though the main emphasis will be placed on the content of the dialogues, they are examined in the light of their setting—the Athenian world of Plato's day—and their relevance to the problems of that world.††

**PHIL 265. Philosophy of Language.** 3 hr.; 3 cr. A consideration of philosophical problems relating to language. Problems concerning meaning and reference, signs and symbols, verifiability and literal and non-literal meaning are treated mainly in terms of contemporary thinkers.††

**PHIL 267. Contemporary Metaphysics.** 3 hr.; 3 cr. Selected advanced problems from twentieth-century sources. Possible topics include theories of being and reality; the status of individuals; identity and reference; universals; relations; qualities; matter; space and time.††

**PHIL 270, 270W. Major Philosophical Thinkers.** 3 hr.; 3 cr. An extensive study of one great philosophical author or movement. The subject of the course will vary with the instructor and year. Current information may be obtained from the department. May be repeated for credit provided the topic is different.

**PHIL 271. Nietzsche.** 3 hr.; 3 cr. An examination of the philosophy of Nietzsche.

**PHIL 272, 272W. Problems in Philosophy.** 3 hr.; 3 cr. A detailed examination of a significant philosophical problem. The content of this course varies with the instructor and year. Current information may be obtained from the department. May be repeated for credit provided the topic is different.††

## PHILOSOPHY

**PHIL 383W. Research Paper.** 3 hr.; 3 cr. Prereq.: Senior standing and an approved undergraduate major in philosophy. Intensive research leading to the writing of a paper on a topic approved by the department; the final examination will consist of an oral defense of the paper. (Capstone)

**PHIL 393, 394. Honors Seminar.** 3 hr.; 3 cr. each sem. Prereq.: Permission of the department. Gives students of advanced standing an opportunity to engage in the detailed examination of the work of a major thinker or group of thinkers. The topic of the seminar varies from semester to semester and is chosen in consideration of the student's needs and interests. The following list is representative of the seminar: Aristotle, Augustine, Aquinas, Scotus, Spinoza, Kant, Hegel, the British Empiricists, the Continental Rationalists, the American Pragmatists, the Logical Positivists, the Existentialists. The seminar involves individual work in close cooperation with a member of the department and occasional meetings.††



# Physics

*Chair:* Steven Schwarz

*Deputy Chair:* Alexander A. Lisyansky

*Major Advisor:* Lev Murokh

*Master's Advisor:* Lev Deych

*PhD Advisor:* I. L. Kuskovsky

*Department Office:* SB B334, 718-997-3350

*Distinguished Professor:* Genack; *Professors:* Deych, Kuskovsky, Liebovitch, Lisyansky, Schwarz; *Associate Professor:* Murokh; *Assistant Professors:* Almeida, Benseman, Miri, Takei; *Lecturers:* Civiletti, Goldberg; *Adjunct Associate Professor:* Steiner; *Adjunct Assistant Professor:* Gangji; *Adjunct Lecturers:* Glass, Kostopoulos, Yakubov; *Chief College Laboratory Technician:* MacDonald; *Senior College Laboratory Technicians:* Evans, Radomyselskiy; *College Laboratory Technician:* Wright; *Administrative Coordinator:* Britez; *Administrative Assistant:* Konarski; *Professors Emeritus:* Cadieu, Neuberger, Rafanelli

*Majors Offered:* Physics (State Education Code 02789); BA/MA (State Education Code 02787); BS (State Education Code 28701).

## THE MAJOR

The BA degree in physics prepares students for careers in a wide variety of technical disciplines, for graduate school in physics or engineering, or for a science teaching career. The physics curriculum provides students with superior analytical skills and a thorough grounding in the underpinnings of the various sciences. Courses cover the topics of mechanics, thermodynamics, electromagnetism, optics, relativity, quantum mechanics, and specialized topics in classical and modern physics. Experimental skills are developed in several laboratory courses. Electives address topics

such as electronics, telecommunications, astronomy, and applied optics. Qualified undergraduates may take graduate-level courses, and may participate in internationally respected experimental and theoretical research efforts within the department. The BA degree may be obtained by taking evening courses.

The department also offers a BS degree, a minor, a major in physics education, and a pre-engineering program, as described below.

A student who has started as a non-physics major and taken PHYS 121 and 122, or PHYS 103 and 204, is requested to see the chair before starting intermediate courses in physics.

See the box on the next page for the specific requirements for each major.

For all major codes, all courses credited toward the physics major must be completed with a grade of C– or better. No course may be taken more than twice, and credit will be given only once for the same course except where otherwise noted in the course description.

## THE MINOR

The minor program is designed to give an understanding of both modern and classical physics to interested students. See the box on the next page for the specific requirements for the minor.

## BA/MA Program (Major code PHYS-BAMA)

Truly outstanding majors are able to participate in the BA/MA program upon recommendation of the department chair.

## Physics Education

In conjunction with the Secondary Education and Youth Services Department, the Physics Department offers a physics education major. The education courses are specified by the Department of Secondary Education and Youth Services and the physics requirements are identical to those for the minor, with the addition of ASTR 2..

*Please note:* State certification requires a minimum of 36 total credits in science.

## Department Awards

The department offers the *Narciso Garcia Memorial Scholarship*, the *Paul Klapper Physics Prize*, the *Physics Prize*, the *Ferdinand J. Shore Physics Award*, the *Mark Miksic Physics Education Scholarship*, and the *Mark Miksic Master's in Physics Scholarship* to outstanding students graduating with honors in physics. In addition, department honors are awarded each Spring semester to students who have excelled in either experimental or theoretical physics. The awards are based on faculty recommendations to the chair.

## Pre-Engineering Program

The pre-engineering program is organized by the Physics Department, which gives advice to pre-engineering students. Students in this program spend three years at Queens College, and then gain automatic acceptance to the Columbia University engineering program. For more details, refer to the section on the Pre-Engineering Program.

## COURSES

**PHYS 1.4. Conceptual Physics.** 2 lec., 2 rec. hr., 4 cr. Prereq.: 11th-year mathematics or equivalent. Pre- or coreq.: PHYS 1.1. Must be taken initially with Physics 1.1. May be taken alone if a passing grade has been received in Physics 1.1. This course is designed for non-science majors. Topics include mechanics, heat, electricity, magnetism, and modern physics. The course emphasizes a conceptual understanding of the material rather than computational problem solving, although some computation will be required. The objective is to develop an analytical way of thinking. Not open to students who have received credit for PHYS 103, 121.4, or 145.4. (SCI\*)

\*Must complete both lecture and lab.



## PHYSICS

### REQUIREMENTS FOR THE MAJORS IN PHYSICS (MAJOR CODE PHYS-BA)

#### THE PHYSICS OPTION—BACHELOR OF ARTS DEGREE (CONCENTRATION CODE PHYS-STD)

##### Core Requirements

PHYS 145.1, 145.4 146.1, 146.4, 222, 233, 234, 235, 237, 242  
(or 243), 260, 310, 365, and 377.

##### Elective Requirements

One 3- or 4-credit physics course at the 200 level or above  
(excluding PHYS 204 and 207).

##### Math Requirements

The calculus sequence through MATH 201.

#### THE APPLIED PHYSICS OPTION—BACHELOR OF ARTS DEGREE (CONCENTRATION CODE PHYS-APPL)

##### Core Requirements

PHYS 145.1, 145.4, 146.1, 146.4, 225, 233, 235, 237, 242, 260,  
310, and 377.

##### Elective Requirements

Three 3- or 4-credit physics courses at the 200 level or  
above (excluding PHYS 204 and 207) and one 3- or 4-credit  
science/mathematics course approved by the department.

##### Math Requirements

The calculus sequence through MATH 201.

#### BACHELOR OF SCIENCE IN PHYSICS DEGREE (MAJOR CODE PHYS-BS)

##### Core Requirements

PHYS 145.1, 145.4 146.1, 146.4, 222, 233, 234, 235, 237, 243,  
260, 310, 311, 345, 365, 377.

##### Elective Requirements

At least one 3- or 4-credit physics course at the 200 level  
or above (except PHYS 204 and 207) and one science/  
mathematics course approved by the department.

##### Math Requirements

The calculus sequence through MATH 201.

#### REQUIREMENTS FOR THE MINOR IN PHYSICS (MINOR CODE PHYS-MIN)

**Required:** A minimum of 20 credits in physics and  
astronomy courses, including at least 12 credits at the 200  
level or above.

**PHYS 1.1 Conceptual Physics Laboratory.** 2 hr.;  
1 cr. Pre- or coreq.: PHYS 1.4. Laboratory component of  
the Conceptual Physics course. Includes experiments in  
the areas of optics and electromagnetism. Must be taken  
initially with PHYS 1.4. May be taken alone if a passing  
grade has been received in PHYS 1.4. (SCI\*)

**PHYS 3. Physics of Musical Sound.** 3 hr., 3 cr.  
Physical phenomena that relate to music and sound  
will be examined. Topics include origins, nature,  
and transmission of sound waves, sound reception  
and perception, musical scales and temperament, the  
physics of different musical instruments, and selected  
special topics. Demonstration devices are employed for  
illustration of concepts. (Not open to students who have  
received credit for PHYS 7.) (SW)

**PHYS 5. Physics and the Future.** 3 hr.; 3 cr.  
Fundamental physical ideas and ways of thinking that  
will enable students to understand and make informed  
judgments regarding technical issues upon which the  
well-being of our society increasingly depends. Key  
physical ideas will be discussed in their historical  
context to highlight the challenges confronted and  
the innovations involved. The course will treat global  
warming and climate change, alternative energy  
sources, resource depletion, and management, and  
efforts to control CO<sub>2</sub> emissions. (SW, SCI)

**PHYS 103. Physics for Computer Science I.**  
3 lec., 1 rec., 2 lab. hr.; 4 cr.; coreq.: MATH 142 or  
152. Basic concepts of classical physics: Newtonian  
mechanics, thermodynamics, and electromagnetic  
theory. (LPS SW, SCI) Fall, Spring

**PHYS 121.4. General Physics I.** 4 lec. and rec.;  
4 cr. Prereq.: Trigonometry and algebra. Pre- or coreq.:  
PHYS 121.1. Must be taken initially with PHYS 121.1.  
May be taken alone if a passing grade has been received  
in PHYS 121.1 A non-calculus-based course primarily  
for majors in life sciences, pre-health professions,  
and liberal arts. Mechanics, thermodynamics, kinetic  
theory, and sound. No previous knowledge of physics is  
required. (LPS\*, SW\*, SCI\*)

**PHYS 121.1 General Physics I Laboratory.** 2 hr.;  
1 cr. Pre- or coreq.: PHYS 121.4. Laboratory component  
of the General Physics I course. Includes experiments in  
the areas of mechanics and thermodynamics. Must be  
taken initially with PHYS 121.4. May be taken alone if a  
passing grade has been received in PHYS 121.4. (LPS\*,  
SW\*, SCI\*)

**PHYS 122.4. General Physics II.** 4 lec. and rec.; 4 cr.  
Prereq.: PHYS 121. Pre- or coreq.: PHYS 122.1. Must be  
taken initially with PHYS 122.1. May be taken alone if  
a passing grade has been received in PHYS 122.1.  
Electricity and magnetism, geometrical and physical  
optics, and an introduction to modern physics.  
(LPS\*, SW\*, SCI\*)

**PHYS 122.1 General Physics II Laboratory.** 2 hr.;  
1 cr. Pre- or coreq.: PHYS 122.4. Laboratory component  
of the General Physics II course. Includes experiments  
in the areas of optics and electromagnetism. Must be  
taken initially with PHYS 122.4. May be taken alone if a  
passing grade has been received in PHYS 122.4. (LPS\*,  
SW\*, SCI\*)

**PHYS 145.4. Principles of Physics I.** 4 lec. and  
rec.; 4 cr. Prereq.: MATH 142 or 151. Pre- or coreq.:  
PHYS 145.1. Must be taken initially with PHYS 145.1.  
May be taken alone if a passing grade has been received  
in PHYS 145.1. A calculus-based course intended  
for students who plan to study the physical sciences  
or engineering. Fundamental principles and laws of  
mechanics, thermodynamics, kinetic-molecular theory,  
and sound. (LPS\*, SW\*, SCI\*)

## PHYSICS

**PHYS 145.I Principles of Physics I Laboratory.** 2 hr.; 1 cr. Pre- or coreq.: PHYS 145.4. Laboratory component of the Principles of Physics I course. Includes experiments in the areas of mechanics and thermodynamics. Must be taken initially with PHYS 145.4. May be taken alone if a passing grade has been received in PHYS 145.4. (LPS\*, SW\*, SCI\*)

**PHYS 146.4. Principles of Physics II.** 4 lec. and rec.; 4 cr. Prereq.: PHYS 121.4 or 145.4 and either MATH 143 or 152. Pre- or coreq.: PHYS 146.1. Must be taken initially with PHYS 146.1. May be taken alone if a passing grade has been received in PHYS 146.1. Electricity, magnetism, and optics. (LPS\*, SW\*, SCI\*)

**PHYS 146.I Principles of Physics II Laboratory.** 2 hr.; 1 cr. Pre- or coreq.: PHYS 146.4. Laboratory component of the Principles of Physics II course. Includes experiments in the areas of optics and electromagnetism. Must be taken initially with PHYS 146.4. May be taken alone if a passing grade has been received in PHYS 146.4. (LPS\*, SW\*, SCI\*)

**PHYS 204. Physics for Computer Science II.** 3 lec., 1 rec., 2 lab. hr. (every other week); 4 cr. Prereq.: Either PHYS 103, 122.4, or 146.4. Introduction to the principles and methods of quantum physics with application to atoms and solids in general and semiconductors in particular. Analysis of the characteristics of semiconductor devices in computer logic circuitry. (LPS, SW, SCI)

**PHYS 207. Introduction to Modern Physics for Engineers.** 3 hr.; 3 cr. Prereq.: PHYS 122.4 or 146.4. An introductory course in the ideas and experiments leading to the relativity and quantum theories and to our present models of atoms, nuclei, molecules, and the solid state.††

**PHYS 221. Optoelectronics.** 3 hr.; 3 cr. Prereq.: PHYS 146.1, 146.4. An investigation of the fundamental principles and applications of light transmission in solids, light emitting diodes, optical fiber systems, and semiconductor lasers.

**PHYS 222. Optics.** 3 hr.; 3 cr. Prereq.: PHYS 146.4 or 122.4 and Math 201. Geometric optics; periodic and non-periodic waves; Doppler effect; interference and diffraction, diffraction gratings; theory of polarization of light; fiber optics; introduction to lasers.

**PHYS 225. Introduction to Solid State Electronics.** 3 rec., 3 lab. hr.; 4 cr. Prereq.: PHYS 103 or 122.4, or 146.4. An introduction to the physical properties of thermionic and solid state electronic devices. Fall, Spring

**PHYS 227. Physical Principles of Telecommunications.** 3 hr.; 3 cr. Prereq.: PHYS 103, or 122.4, or 146.4. Fundamental concepts and recent trends in radio, television, telephony, and computer networks are addressed. Topics include analog and digital signal processing, information theory and coding, coax and fiber transmission, antennas, and satellites.

**PHYS 233, 234. Intermediate Methods of Mathematical Physics.** 3 hr.; 3 cr. each sem. Prereq.: PHYS 122.4 or 146.4, and MATH 201. Specific mathematical methods used in advanced courses in physics. PHYS 233, differential equations, vector differential, and integral calculus; PHYS 234, Laplace transforms, Fourier analysis, and complex analysis.

**PHYS 233.I. Intermediate Methods of Mathematical Physics for Physics–Science Education Majors.** 1 hr.; 1 cr. Prereq.: PHYS 122.4, or 146.4, MATH 201.

**PHYS 235. Classical Physics Laboratory I.** 4 hr.; 2 cr. Prereq. or coreq.: PHYS 103, 122.4, or 146.4. A basic course in laboratory techniques, intended to teach the basic tools of experimental methods in physics. Experiments drawn from electricity and magnetism, mechanics, heat, and optics. Required of all physics majors. Fall

**PHYS 237. Mechanics.** 4 hr.; 4 cr. Prereq.: PHYS 146.4, 233 or 233.1 (for physics-science education majors), and MATH 201. Development of classical mechanics covering Newton's laws, conservation theorems, oscillations, Lagrange and Hamilton formulations, central force motion, non-inertial systems, and rigid body motion.

**PHYS 242. Thermodynamics.** 3 hr.; 3 cr. Prereq.: PHYS 146.4 and MATH 201. Thermodynamic systems in equilibrium, entropy, thermodynamic potentials, phase transitions, and kinetic theory.

**PHYS 243. Thermodynamics and Statistical Mechanics.** 4 hr.; 4 cr. Prereq.: PHYS 146.4 and MATH 201. This course covers the thermodynamic laws and potentials, entropy, phase transitions, and classical and quantum statistical physics with application to physical systems.

**PHYS 260. Introduction to Modern Physics.** 4 hr.; 4 cr. Prereq.: PHYS 146.4 and MATH 201. An introduction to quantum and nuclear physics and the principles of special relativity. The objective is to explain the experimental basis for the transition from classical to modern physics.†

**PHYS 265. Electrical Circuits.** 3 hr.; 3 cr. Prereq.: PHYS 146.4. Circuit elements and their voltage-current relationships; Kirchoff's laws; elementary circuit analysis; continuous signals; differential equations and their application to circuit theory; state variable equations; first- and second-order systems; introduction to MicroCap III for circuit analysis. This course is part of the Engineering Core Curriculum at City College. Spring

**PHYS 270. Physics Applications of Machine Learning and Data Science.** 3 hr.; 3 cr. Prereq.: none. A practical introduction to using machine learning to analyze experimental data and theoretical models in physics, chemistry, biology, and earth sciences. Provides contemporary skills valuable for careers in technology, including an introduction to MATLAB and Python. There is no

## PHYSICS

specific required mathematics prerequisite, but some previous knowledge of college algebra, calculus, and computer programming is helpful.

### **PHYS 275. Introduction to Scientific Computing.**

4 hr.; 4 cr. Prereq.: PHYS 146.4 and 146.1; coreq.: PHYS 233 or permission of instructor. This course addresses numerical/computational methods as well as analysis and modeling of physical phenomena. Mathematical modeling is applied to classical dynamics and electromagnetism using finite difference and finite element methods, stochastic/Monte-Carlo methods, and matrix eigenvalues. Students will be introduced to scientific and engineering computing based on a high-level programming environment, with no prior programming experience required.

### **PHYS 280. Introduction to Cosmology.**

3 hr.; 3 cr. Prereq.: PHYS 242 or 243; coreq.: PHYS 260. Topics include the thermal history of the universe; the cosmic microwave background radiation; cosmic expansion and its relation to matter and energy; and dark matter, dark energy, and the shortcomings of the standard Big Bang scenario. The course ends with a discussion of cosmic inflation. General relativity is not used.

**PHYS 310. Electromagnetism I.** 4 hr.; 4 cr. Prereq.: PHYS 122.4 or 146.4 and 233. Electrostatics; boundary value problems; electric fields in matter; magnetostatics; Maxwell's equations.

**PHYS 311. Electromagnetism 2.** 4 hr.; 4 cr. Prereq.: PHYS 310. Maxwell's equations, propagation and radiation of electromagnetic waves; electromagnetic waves in conductors and dielectrics. Fall, Spring

**PHYS 320W. Research and Writing in the Sciences.** 3 hr.; 3 cr. Prereq.: Advanced standing (completion of more than 60 credits) and one year of calculus (MATH 132, 142, 152, or 158). Students will explore the current literature in their fields while developing skills in the preparation of abstracts,

technical publications, conference presentations, and curriculum vitae. Ethical issues in scientific research will be addressed through case studies and examination of relevant technical and popular literature. This course is appropriate for students in the sciences and the social sciences, but may not be used as an elective in the physics major.

**PHYS 345. Solid State Physics.** 4 hr.; 4 cr. Prereq.: PHYS 243 and 260. Coreq.: PHYS 365. Students will be exposed to basic ideas of the modern physics of solids. Crystal symmetry and reciprocal lattice will be covered in conjunction with experimental methods designed to study the structure of solids. Vibrational, electrical, magnetic, and optical properties of solids will be considered on the basis of the quantum mechanical description.

**PHYS 365. Principles of Quantum Mechanics.** 4 hr.; 4 cr. Prereq.: PHYS 260. Review of early quantum theory; solution of Schrodinger's equation for the free particle, particle in a box, harmonic oscillator, and hydrogen atom; the uncertainty and exclusion principles; spin, statistics, and exchange phenomena.

**PHYS 377. Modern Physics Laboratory.** 4 hr.; 2 cr. Prereq.: PHYS 235 or permission of the instructor. Experiments are drawn from atomic, nuclear, solid state physics, modern optics, and electronics. PHYS 377 is required of physics majors.

**PHYS 380. Colloquium.** 1 hr.; 1 cr. Prereq.: Permission of the department. Topic for each semester announced in advance. Offered primarily for juniors and seniors. This course may be taken 4 times in 4 different semesters for credit. Fall, Spring

**PHYS 381, 382. Seminar.** PHYS 381.1, 3 lab. hr.; 1 cr. PHYS 381.2, 2 lec. hr.; 2 cr. PHYS 381.3, 2 lec., 3 lab. hr.; 3 cr. PHYS 382.1, 3 lab. hr.; 1 cr. PHYS 382.2, 2 lec. hr.; 2 cr. PHYS 382.3, 2 lec., 3 lab. hr.; 3 cr. Prereq.: Permission of the department. Selected topics of current interest.<sup>††</sup>

**PHYS 383. Special Topics.** 3 hr.; 3 cr. Prereq.: Permission of the department. Study of a topic in physics not normally offered as a regular course. Topic will be announced at registration time. May be repeated 2 times if the topic is different.

**PHYS 390. Internship.** 135 hr.; 3 cr. Prereq.: A letter of acceptance detailing the research project from the program/company to which the student is applying; permission of the physics major advisor. The student's grade will be determined by both the employer's and faculty sponsor's evaluations of the student's performance, based on midterm and final reports.

**PHYS 391, 392, 393. Special Problems.** PHYS 391, 3 hr.; 1 cr., PHYS 392, 6 hr.; 2 cr., PHYS 393, 9 hr.; 3 cr. Prereq.: Permission of the department. Open to a limited number of physics majors. Each student accepted works on a minor research problem under the supervision of a member of the staff.<sup>††</sup>

**PHYS 395W. Senior Research Project I.** 6 hr.; 2 cr. Prereq.: 3.0 departmental average; completion of at least 9 credits in physics at the 200 level or above; permission of the department. The first semester of a two-semester sequence (PHYS 395W, 396W). The student will engage in significant research under the supervision of a faculty mentor, and will complete a paper covering background, techniques, and status of the research.

**PHYS 396W. Senior Research Project II.** 9 hr.; 3 cr. Prereq.: Completion of PHYS 395W with a minimum grade of 3.0. A continuation of PHYS 395W, where the student will complete his/her research project, and summarize the results in a research paper and talk. The written and oral presentations will be evaluated by a committee consisting of the faculty mentor and two other faculty members.

## PHYSICS

The following graduate courses are open to qualified undergraduate students, with permission of the department.

Consult the *Graduate Bulletin* for course descriptions and information.

**PHYS 601. Introduction to Mathematical Physics.**

**PHYS 611. Analytical Mechanics.**

**PHYS 612. Fluid Dynamics.**

**PHYS 615. Electromagnetic Theory.**

**PHYS 625. Introduction to Quantum Mechanics.**

**PHYS 635. Condensed Matter Physics.**

**PHYS 636. Nuclear & Elementary Particle Physics.**

**PHYS 637. Modern Optics.**

**PHYS 641. Statistical Physics.**

**PHYS 645. Solid State Physics.**

**PHYS 651. Foundations of Physics.**

## COURSES IN ASTRONOMY

**ASTR 1. General Astronomy.** 3 hr.; 3 cr. General concepts of astronomy, planet and solar system formation, lives and deaths of stars, and observational cosmology including the Big Bang Model. Not open to students who have passed ASTR 2. (SCI, SW) Fall, Spring

**ASTR 2. General Astronomy with Laboratory.** 3 lec., 2 lab. hr.; 4 cr. Introductory course. General concepts of astronomy, planet and solar system formation, lives and deaths of stars, and observational cosmology including the Big Bang Model. The laboratory includes analysis and interpretation of astronomical data and observations. Included as a part of the laboratory are computer simulations of modern astronomical equipment. Not open to students who have passed ASTR 1. (LPS,SW,SCI) Fall, Spring

**ASTR 3. Introductory Astronomy with Laboratory.** 2 hr. lec.; 1 hr. lab.; 3 cr. Scientific methods that have been used to advance our understanding of the sun, moon, solar system, galaxies, and other basic astronomy concepts. The laboratory component demonstrates how measurements have been used to formulate and change our basic ideas of the sun, solar system, and larger structures of the universe. Different laboratory sections meet together for 2 lecture hours per week and each laboratory section has a 2 hour laboratory every other week. (LPS, SCI)



# Political Science

*Chair:* Patricia Rachal

*Department Office:* Powdermaker 200, 718-997-5470;  
Fax: 718-997-5492

*Professors:* Bowman, Cole, Kimerling, Liberman, Pierre-Louis, Reichl, Rollins, Sun; *Associate Professors:* Alves, George, Krasner, Lipsitz, Rachal; *Assistant Professor:* Perez; *Lecturers:* Bonomo, Flamhaft, Kabir, Milchman; *Professors Emeritus:* Altenstetter, Hacker, Markovitz; *Associate Professor Emeritus:* Hevesi;  
*Department Secretary:* Tepi

*Majors Offered:* Political Science and Government (State Education Code 02817)

Courses in the department are designed to give the student, whether major or nonmajor, a basic understanding of forces that shape government policy in both the national and international arenas. These include power relationships, political values and ideologies, the “rules of the game” that shape government institutions, and the strategies of citizens and other social actors. The department’s offerings are divided into the following categories: (A) American Politics, (B) Comparative Politics, (C) International Politics, (D) Political Theory and Methodology, (E) Law and Politics, (F) Internships.

Political science provides the background desired for careers in government service, education, journalism, law, or international agencies; and for staff work with research agencies, political parties, interest groups, business enterprises, trade associations, and labor organizations. Political science is also a liberal art and an appropriate major for students whose career interests are indefinite.

## Department Awards

The department annually offers *Awards for Academic Excellence* to outstanding students in the department. Other awards include the *Michael Harrington Scholarship Award*; the *Eugene Hevesi Memorial Award*, for enhancing the political process; the *Mieczyslaw*

*Maneli Scholarship Award*; the *Joel Morrison Scholarship Award*; the *Henry Morton Scholarship Award*; the *W. Ofuately-Kodjoe Award*; the *George Priestley Memorial Scholarship*; the *Janet Meldon Taylor Award*; the *Andrew Hacker Scholarship Award*; the *John “Tito” Gerassi Scholarship Award*; the *Pi Sigma Alpha, Beta Kappa Chapter Award*; the *Hratch Zadoian Human Rights Essay Award*; and the *Women’s Campaign School at Yale University Award*.

## THE MAJOR

See the box on this page for the specific requirements for the major.

### Specialized Concentrations in Political Science International Politics

The department offers a special concentration in international politics (concentration code PSCI-INTL). The requirements for this concentration are (1) PSCI 103 and 104, and one other 100-level course; (2) PSCI 200 for anyone who matriculates in and after Fall 2015; (3) two courses from PSCI 230 to 269; (3) one Political Science seminar; (4) three electives from other political science courses, which may be internships in Political Science.

### Law and Politics

The department offers a special concentration in law and politics (concentration code 09B). The requirements for this concentration are, effective for students who matriculate in and after Fall 2017, (1) PSCI 100 and two other 100-level Political Science courses; (2) PSCI 200 for anyone who matriculates in and after Fall 2015; (3) two courses from PSCI 280 to 289; (4) one seminar; and (5) three electives from other Political Science courses, including internships.

### Government and Public Service

The department offers a special concentration in Government and Public Service (concentration code

## REQUIREMENTS FOR THE MAJOR IN POLITICAL SCIENCE (MAJOR CODE PSCI-BA)

### Required

31 credits in political science, including: three of the following courses (PSCI 100, 101, 102, 103, 104 and 105); PSCI 200 (for students who entered in Fall 2015 or later); fifteen 200-level elective credits in Political Science courses and one 300-level seminar. The introductory course in each category is, on principle, a prerequisite for the intermediate courses and seminars in each category. Exemptions from this rule may be given by the advisor with the concurrence of the instructor.

By the upper sophomore year, majors should have worked out a comprehensive course of study in political science with their faculty advisor before registering for more courses. Transfer students who plan to major in political science must take a minimum of 18 credits in the department regardless of the number of political science credits earned at other institutions, including the seminar and PSCI 200.

A maximum of 12 internship credits can count toward the major.

## REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE (MINOR CODE PSCI-MIN)

The minor consists of 18 credits, including two of the first six courses (introductory courses) listed under the major, and at least three upper-level courses. Cross-listed courses will not be credited toward the minor. Transfer students must take at least 12 credits on campus. Changes in courses may be made at any time.

PSCI-GOV). The requirements for this concentration are (1) PSCI 100 and two other 100-level PSCI courses; (2) PSCI 200 for anyone who matriculates in and after Fall 2015; (3) 1 course from PSCI 219, 221–224; (4) two Political Science internships, preferably one of which is with an elected official; (5) one Political Science seminar; and (6) two electives from other PSCI courses.

## POLITICAL SCIENCE

### THE MINOR

See the box on the previous page for the specific requirements for the minor.

### COURSES

#### I. Introductory

The courses listed below are introductions to the major fields of political science and are offered each semester. Majors should complete these courses by the end of their sophomore year.

#### **PSCI 100. American Politics and Government.**

3 hr.; 3 cr. An analytical study of American national government with special attention to its structure and operation functions of the President, Congress, and the Judiciary; activities of the federal government in promoting the welfare of the people. (USED)

#### **PSCI 101. Introduction to Political Science.**

3 hr.; 3 cr. An analytical study of the basic concepts of political science including power, conflict, coercion; and the state and the government. Will also include a basic introduction to methodology and research techniques. (IS)

#### **PSCI 102. Current Political Controversies.**

3 hr.; 3 cr. This course introduces students to the basic analytical and evaluative tools of political science through an examination of particular controversies. Each section will focus on a current controversy such as life and death (abortion, the death penalty, etc.), minority rights (affirmative action, homosexual marriage, etc.), and religion and politics, and then explore the wider and more general issues it entails. (USED)

#### **PSCI 103. Comparative Politics.** 3 hr.; 3 cr.

A comparative analysis of political institutions, processes, and culture. The course examines major theories of domestic politics, using current and historical political examples to compare countries across thematic contexts. (WCGI)

#### **PSCI 104. International Politics.** 3 hr.; 3 cr.

An examination of the nature of international society (nationalism, state sovereignty, balance of power) and the sources of conflict and tension among nation states. After a consideration of the elements of power (geopolitical, economic, ideological, demographic, and technological), deals with the role of international organization and law, collective security and regionalism as “controls” on the use of power. Attention to the implications of the transitional aspects of world politics (e.g., the rise of new nations and population expansion). (WCGI)

#### **PSCI 105. Political Theory.** 3 hr.; 3 cr. Introduction

to the nature, types, and problems of political theory. Core of readings consists of selections from classic works of political theory and philosophy. (IS)

#### **PSCI 135W. Writing Workshop.** 1 hr.; 1 cr.

A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college’s writing-intensive course requirements. May be repeated for credit.

#### II. Intermediate

#### **PSCI 200. Research Skills in Political Science.**

3 hr.; 3 cr. Introduction to the tools used for conducting political science research. Students will learn (1) how to ask and frame the research question; (2) how to formulate and implement a research design; (3) how to find and evaluate information and data; and (4) how to analyze politics systematically using diverse research methods. This course is required of all majors in political science.

#### **PSCI 209. Special Topics in Political Science.**

3 hr.; 3 cr. Topics to be announced.

#### **A. American Politics**

#### **PSCI 210. American State and Local**

**Government.** 3 hr.; 3 cr. An analysis of state politics/government in terms of changing roles and powers in the system of federalism; issues of democracy (voting, elections, etc.); patterns of power; strengths and weaknesses in policy making; and ongoing debates over state versus federal power. An analysis of local governments in terms of: forms and functions; state control; specific services such as education and mass transit; city problems and policies; and proposals for new regional governments. Special attention is given to state and local government in New York. (USED)

#### **PSCI 211. Urban Politics.** 3 hr.; 3 cr. An examination

of city politics, past and present, with an emphasis on the interaction between politics and the economy. Topics include political machines and the Reform Movement in the 19th century; suburbanization and urban decline in the 20th century; and immigration, globalization, and urban neo-liberalism in the contemporary era. Issues of class and race/ethnicity run throughout the course. Attention is given to particular cities such as New York, Chicago, Los Angeles, and Detroit.

#### **PSCI 212. The American Presidency.** 3 hr.; 3 cr.

An analytical study of the office and powers of the President as chief of state, head of its executive branch, commander-in-chief of its armed forces, director of its foreign policy, and his role as legislator, party leader, and spokesman of the nation. The concept of the presidency and the achievements of the presidents will be particularly examined.

#### **PSCI 213. The Legislative Process in America.**

3 hr.; 3 cr. An examination of the structures and functions of legislative bodies with particular emphasis on the United States.

#### **PSCI 217. Decision-Making in the White House.**

3 hr.; 3 cr. This course examines presidential decision-making and how it has varied among recent presidents.

## POLITICAL SCIENCE

### **PSCI 218. Political Parties and Elections.**

3 hr.; 3 cr. An analysis of the historical development of the American party system; evaluation of the two major parties as a tool for electoral organization and representation; decline of partisan identification and the rise of interest groups.

### **PSCI 219. Politics of Bureaucracy.** 3 hr.; 3 cr.

An analysis of the organization and functioning of public and private bureaucracies, including a general survey of the theory and practice of administration. Case studies will compare the functioning of actual agencies with administrative theory.

### **PSCI 220. Politics and the Media.** 3 hr.; 3 cr.

A study of the relationship between the media and political consciousness (the way we think and feel about politics), focusing on the news: its content, the way people perceive and use that content, and the way politically active people attempt to influence that content.

### **PSCI 221. Public Policy in the Political Process.**

3 hr.; 3 cr. Study of one or more public issues. Will focus on both the process of decision-making and evaluation of policy. May be repeated if different fields of public policy are being covered.

### **PSCI 222. Power in America.** 3 hr.; 3 cr.

An examination of the structure of power of American society and its relation to political ideas and processes.

### **PSCI 223. Introduction to Public Administration.**

3 hr.; 3 cr. Analysis of the theoretical basis for administration, philosophies of administration. Description of the tools of administration and the relationship of administrative organization to other institutions in modern society.

**PSCI 224. The Public Service.** 3 hr.; 3 cr. The problems of recruiting, organizing, and providing administrative leadership for the persons required to administer modern government and to plan and carry

out an ever-widening range of public programs and services. Will also stress public service as a career.

### **PSCI 225. Women in Politics and Government.**

3 hr.; 3 cr. This course explores the role women play in the American political system. It addresses the question of how women choose to participate in politics, how they are recruited for office, how they campaign, what influence they have, and what obstacles to their full and equal participation remain. The course relies on readings and on guest lectures by women who hold elected, appointed, and civil service positions at different levels of government.

### **PSCI 226. Capitalism and Democracy.** 3 hr.;

3 cr. This course deals with the interaction between the political and economic institutions of capitalist democracies. Topics covered include the relationship between capitalism and democracy, and between democracy and inequality, as well as the politics of economic policy in advanced capitalist societies.

### **PSCI 228. American Politics and Film.** 3 hr.; 3 cr.

This course will focus on selected American films, from the 1920s to the present, to examine the social and cultural ideas and attitudes that underlie American political and economic structures. It will also examine the influence of the media on the American political world.

### **PSCI 229. Colloquium in American Politics.**

3 hr.; 3 cr. Topics to be announced.

## **B. Comparative Politics**

### **PSCI 230. Politics of Development.** 3 hr.; 3 cr.

A study of the political, economic, and social determinants of international development. How do we define development, and how has that changed over time? What is the role of the state in the economy? We survey these issues across cases in the Global South, including Africa, Asia and Latin America; we also examine the role of international financial institutions, the donor community, NGOs and private actors.

### **PSCI 231. Political Culture and Political**

**Socialization.** 3 hr.; 3 cr. The effect on political systems and behavior of such phenomena as fundamental moral concerns and value systems, class structures, and folk practices; development of the individual's orientation to political action and institutions.

### **PSCI 232. Comparative Political Economy.** 3 hr.;

3 cr. Effects of economic structures and practices on the political and social systems.

### **PSCI 233. Transitions to Democracy.** 3 hr.; 3 cr.

Why do some states evolve or choose to transform to democratic governance, while others do not? Why do some fail while others succeed? This course traces the process by which states transform from authoritarian to democratic governance, examining the effects that economics, culture, political development, and institutional factors have on the process of democratic transition and the likelihood of its success.

### **PSCI 234. Contemporary Western Europe.** 3 hr.;

3 cr. Analysis of European political institutions and processes, including the dynamic interaction between the European Union and its western and eastern European member states in the post-1990 era to the present. (SS, ET)

### **PSCI 235. Politics of Russia and Soviet Successor**

**States.** 3 hr.; 3 cr. In 1991, the USSR collapsed and subsequently became fifteen independent countries. This course examines the political development and governmental structures in these countries, each of which has its own history, culture, political and government institutions, and different responses to the Soviet legacy.

### **PSCI 238. Contemporary Asia.** 3 hr.; 3 cr.

Political regimes in Asia range from democratic, autocratic, hybridist to theocratic. Why? This course will examine the historical experiences, cultural values and contemporary developments that have shaped the divergent political systems and behaviors of the major states in this region. (SS, WC)

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**PSCI 239. Politics of Latin America.** 3 hr.; 3 cr. An introduction to domestic political issues across Latin America, focusing on democracy and economic development. We examine how different development strategies have transformed economies and societies, as well as the role of domestic institutions, social groups, and political parties in authoritarianism and democracy.

**PSCI 240. Contemporary Middle East.** 3 hr.; 3 cr. A survey of Middle Eastern governments, political processes, and political group behavior.

**PSCI 241. Politics of Ethnic Cleansing and Genocide.** 3 hr.; 3 cr. Political events of ethnic cleansing and genocide, while often assumed to be rare occurrences, have occurred in many continents, in budding democracies as well as authoritarian regimes. This course offers a systematic approach to the conditions under which ethnic cleansing and genocidal policies often occur, a typological examination of sample case studies, and an exploration of how experiences of genocide and ethnic cleansing affect political discourse.

**PSCI 242. The Politics of the Welfare State.** 3 hr.; 3 cr. Welfare states in the modern world vary from “conservative” to “liberal” to “radical.” This course will examine the common roots of all welfare states, the ways they vary, and the different interests their policies serve.

**PSCI 244. Comparative Analysis of Revolutions.** 3 hr.; 3 cr. The purpose of this course is to identify, describe, and analyze models of revolution. The object will be to show where and why revolutions are likely, the conditions under which they have succeeded in the past, and the forces that play determinant roles.

**PSCI 246. Social Movements and Political Power.** 3 hr.; 3 cr. This course examines the relation of social movements to political parties, labor unions, and governmental and non-governmental institutions. It will compare “old” class-based movements to “new” identity-

based movements, particularly those concerned with race, gender, and ethnicity. Students will deal with case studies taken from developed and less-developed societies.

**PSCI 247. Political Leadership.** 3 hr.; 3 cr. What makes for an effective political leader? This course examines the problem of leadership in political systems, the various ways it can be exercised, and its role in political development. It will pay particular attention to leadership exercised by some of the major figures of the past and present.

**PSCI 248. Business and Politics.** 3 hr.; 3 cr. Examination of business firms as political actors, providing a political perspective on the legislative and economic environment in which business operates. Specific topics include the way in which business firms and organizations participate in the political process; the place of business power in democratic theory; the politics of economic policy, regulatory policy, corporate governance, and labor market.

**PSCI 249. Colloquium in Comparative Politics.** 3 hr.; 3 cr. Topics to be announced.

### **C. International Politics**

**PSCI 250. International Law.** 3 hr.; 3 cr. An examination of the traditional and prevailing rules of international law governing relations among states and other international persons; special emphasis on recognition, succession, international treaties, and state jurisdiction over land, water, and aerial space.

**PSCI 251. International Organization.** 3 hr.; 3 cr. After a brief treatment of the historical background of international organization and attempts to maintain peace, attention is given to the organizational, structural, and functional aspects of the United Nations and its related agencies. An evaluation of the contributions of these organizations to the maintenance of peace and to world economic, social, and political development is made.

**PSCI 252. Contemporary Issues in International Relations.** 3 hr.; 3 cr. This course introduces students to some of the major issues that confront the world and provides them with basic analytical tools to help them understand these issues. Each section will focus on a particular issue, such as the control of weapons, women and war, international drug traffic, and the international trading system. The course will feature guest speakers from journalism, the UN, and various diplomatic missions. Topics to be announced. Course may be repeated with permission of the instructor if the topic is different.

**PSCI 254. The Politics of the International Economy.** 3 hr.; 3 cr. This course deals with the relationship between international politics and international economics. It pays particular attention to the increasing political significance of international trade, global competition, and the international division of labor. Students will examine such issues as the role of states in the world economy, the activities of inter-governmental organizations such as the IMF and the World Bank, and the problems of inequality and unequal development.

**PSCI 255. Comparative Foreign Policy.** 3 hr.; 3 cr. An analysis of patterns in the orientation of various nation-states toward their world environment, and of structures and processes by which various nation-states formulate foreign policies. Spring

**PSCI 257. Western Europe in World Politics.** 3 hr.; 3 cr. The role of the European states and the European Union in world politics. Cohesion and conflict within the regions: the politics of European integration, a Common European Foreign and Security Policy, the European Neighborhood Policy, transatlantic cooperation, and EU relations with third countries. (SS, ET)

**PSCI 258. Asia in World Politics.** 3 hr.; 3 cr. An overview of the shifting ways Asian countries have engaged the world from the colonial period to the present. Topical focus on the decline and resurgence of Asian states in the international system, alliances and relations



## POLITICAL SCIENCE

with major external actors, changing roles in the global economy, and motives and capabilities as emerging global powers. Country focus includes major states in East Asia, South Asia and to a lesser extent, Southeast Asia.

### **PSCI 259. Latin America in World Politics.**

3 hr.; 3 cr. The relations of the Latin American countries with the United States, the European powers, and with each other; Pan-Americanism and the participation of Latin America in international organizations; and inter-American public international law.

### **PSCI 260. The Middle East in World Politics.**

3 hr.; 3 cr. The expansion of the European State system into the Middle East and the regional adjustments. The changing patterns of regional and international politics in the Middle East, contrasting the League of Nations and the United Nations systems.

### **PSCI 261. Russia in World Politics.** 3 hr.; 3 cr.

An examination of the foreign policy of Russia; continuing conflicts with the West; the politics of economic integration.

### **PSCI 262. United States Foreign Policy.** 3 hr.;

3 cr. Examination of the historical, material, and ideological forces that shape current American foreign policy operations, followed by an analysis of policy formulation and stress on the executive, the legislative, and public opinion. Military, economic, and intelligence policies also examined.

### **PSCI 263. Politics of Terrorism.** 3 hr.; 3 cr.

A study of terrorism as practiced by governments, political parties, and small groups or individuals, including rationales, methods, justifications, and effects of terrorism by different agencies. Terrorism on an international scale will be studied in the context of global political and economic rivalries.

### **PSCI 264. The Politics of American Security.**

3 hr.; 3 cr. The forces shaping U.S. security and military policies, including military interventions, military

spending, and efforts to limit arms and the use of force. Case studies are explored to engage debates about how to improve U.S. security from threats posed by terrorism, the proliferation of weapons of mass destruction, and regional powers; and to understand how U.S. policies are affected by international developments, domestic politics, civil-military relations, organizational politics, and cultural and psychological factors.

### **PSCI 269. Colloquium in International Politics.**

3 hr.; 3 cr. Topics to be announced.

## ***D. Political Theory and Methodology***

**PSCI 270. Democracy.** 3 hr.; 3 cr. An examination of democratic theory in the light of the developments of the late twentieth century. The course will particularly address the challenges to democracy posed by factors such as the rise of great corporations and state bureaucracies, and the decline in participation by ordinary citizens.

### **PSCI 271. Core Concepts in Political Theory.**

3 hr.; 3 cr. An examination of major concepts such as justice, equality, freedom, sovereignty/governmentality, and power/resistance in the history of political thought. The course may be organized to emphasize the work of specific thinkers, thematically or historically.

### **PSCI 273. American Political Thought.** 3 hr.; 3 cr.

Discussion of the political concepts that have influenced the development of an American democratic tradition; concepts will be related to specific political institutions and processes.<sup>††</sup>

### **PSCI 274. Contemporary Political Theory.** 3 hr.;

3 cr. Examination of the theoretical and methodological problems underlying twentieth-century political thought. Utilization of psychological findings, development of scientific procedure, problems of concept-formation. Attention is given to fundamental ideological issues in twentieth-century politics.

### **PSCI 275. Applied Political Research.** 3 hr.; 3 cr.

This course will provide students with the basic skills needed to carry out political science research, including the formulation of research problems, the collection of evidence, and elementary statistical analysis.

### **PSCI 276. Feminist Political Theory.** 3 hr.; 3 cr.

This course introduces students to feminist perspectives on politics and political thought, and to the current debates and issues in contemporary feminism, through a study of political writing by and about women.

### **PSCI 277. Black Political and Social Thought.**

3 hr.; 3 cr. An introduction to the organized and systematic patterns of thought put forth by black intellectuals and leaders from the Diaspora. The first part of the course will focus on political thought of black leaders in the United States during the slavery and post-slavery periods. The second part will explore the thought of other black leaders whose works have influenced black political and social mobilization of the greater Atlantic community.

### **PSCI 279. Colloquium in Political Theory.** 3 hr.;

3 cr. Topics to be announced.<sup>††</sup>

## ***E. Law and Politics***

### **PSCI 280. The Judicial Process.** 3 hr.; 3 cr.

An examination of courts as political and governmental institutions. Rules of law, procedure, court decisions, and concepts of jurisprudence discussed only when directly relevant. Emphasis on judicial recruitment, politics of judicial settlements, legal values and judicial decisions, political and social attributes and attitudes in judicial decision-making, and the impact of judicial decisions.

### **PSCI 281. Constitutional Law I: The American**

**Federal Scheme.** 3 hr.; 3 cr. An examination of basic issues of federalism, national and state power, and the separation and distribution of national power involved in the American scheme of checks and balances.

## POLITICAL SCIENCE

**PSCI 282. Constitutional Law II: Civil Liberties and Civil Rights.** 3 hr.; 3 cr. An exploration of the safeguards to the liberty and property of persons involved in the American concept of inalienable rights.

**PSCI 283. Politics of Crime.** 3 hr.; 3 cr. An examination of the causes of crime in America in the economics, social, political, racial, and ideological context, the controversies it generates, and consideration of significant reforms.

**PSCI 284. Justice and Law.** 3 hr.; 3 cr. The relation of leading theories of law to contemporary concepts of justice and to important issues in constitutional law and current politics, such as equality, crime, and privacy.

**PSCI 285. Race, Class, Gender, and Law.** 3 hr.; 3 cr. This class will focus on three of the most important factors in contemporary American law and politics. Particular attention will be given to changing theories of law and justice with regard to employment discrimination, health, welfare, and education, and to the continuing debate over affirmative action.

**PSCI 286. Theories of Law and Human Rights.** 3 hr.; 3 cr. This course examines the argument that human beings have rights simply because they are human. It seeks to understand what should count as a right, how rights can be defended against persistent violation, and whether human rights activism can be an effective agent for political change.

**PSCI 287. Law, Politics, and the Environment.** 3 hr.; 3 cr. Major issues in contemporary American and international environmental law and policy. Through a series of case studies, students study the activities of state and non-state actors, and explore a variety of environmental laws, policies, and the sources of environmental law (common law, legislation, and international agreements).

**PSCI 288. Understanding the Legal Process: Mock Trial and Moot Court.** 3 hrs.; 3 cr. A practical understanding of how trial and appellate courts are structured and operate. Students will explore the types of documents submitted to the court and how those documents are written, and be introduced to the types of analysis essential to the legal process involved in legally preparing a case for trial or appeal. The goal of this course is to provide students with a practical understanding of how legal institutions interpret the law so that they may better understand the process, and also to prepare students to directly engage in the process by giving them the tools to participate in mock trial or moot court competitions.

**PSCI 289. Colloquium in Law and Politics.** 3 hr.; 3 cr. Topics to be announced.

### *F. Independent Study, Simulations and Internships*

**PSCI 290.1. Legal Reasoning.** 3 hr.; 3 cr. This course will provide students with the necessary skills to extract the key elements from a law, define those elements, and then appropriately apply them to a set of known facts. Students will learn how to critically assess the legal reasoning process in the formation of public policy. Understanding the relationship between legal reasoning and the creation of public policy in the United States is an essential first step for gaining a deeper and more meaningful insight into the far-reaching impact it has on the foundational social, economic, and political power structures that shape and sustain the republic.

**PSCI 290.2. Legal Writing.** 3 hr.; 3 cr. Introduction to the widely accepted conventions of legal writing based on expressing the three modes of legal reasoning—rule-based, analogical, and policy reasoning—and their interdependence. Legal Writing examines the conventions applicable to a predictive memo (memorandum) and an appellate oral argument of the type that students prepare

for moot court. Students will learn about the materials and sources used in productive legal discourse and the importance placed on each in the structuring of public policy that creates the structure and tenure of a republic. The design of the course is to mirror, on an undergraduate level, the mandatory writing course that first-year law students are required to take.

**PSCI 290.3. Rule of Law.** 3 hr.; 3 cr. The history and theory of the foundational underpinnings of the rule of law. The focus of the course will be on the essential questions concerning the rule of law's relationship to democracy, liberty, economic growth, and equality. The course explores the principles of the rule of law from the perspective of philosophers, political scientists, and legal scholars. Although the course has a philosophical bent, it takes a decidedly practical approach by examining the rule of law in light of past and current controversies that have defined it over time.

**PSCI 291. Special Problems.** PSCI 291.1, 1 hr.; 1 cr., PSCI 291.2, 2 hr.; 2 cr., PSCI 291.3, 3 hr.; 3 cr. Prereq.: Open to majors who receive permission of the department to register. A student or group of students will undertake and complete an individual research project in the field of their special interest under the direction of an instructor and with the approval of the department chair.

**PSCI 292W. Internship in Urban Politics.** PSCI 292.4, 2 hr./wk., plus 120 semester hours intern work; 4 cr., 292.5, 2 hr./wk., plus 150 semester hours intern work; 5 cr., 292.9W, 2 hr./wk., plus 300 semester hours intern work; 9 cr. Prereq.: Permission of instructor. A work-study program, offered by the department, giving first-hand experience in the day-to-day operations of city government. Internships available with City Councilmen, administrative offices of the Mayor, Assemblymen, District Congressional offices, and other political offices. Application for the program is made through the Political Science Dept. a minimum of one month prior to registration.

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**PSCI 293. Fieldwork in Political Science.** 3 hr.; 3 cr. Individual or group fieldwork with prior approval of the department. This course is repeatable with permission of the chair or political science internship director.

**PSCI 294. Internship in Legislative Politics.** 12 cr. A one-semester, full-time internship with a state legislator or administrative agency in Albany. Details, requirements, and permission for the program must be obtained from the faculty coordinator. Stipends are provided.

**PSCI 295W. Internship in Law and Advocacy.** PSCI 295.4, 2 hr./wk., plus 120 semester hours intern work; 4 cr., 295.5, 2 hr./wk., plus 150 semester hours intern work; 5 cr., 295.9W, 2 hr./wk., plus 300 semester hours intern work; 9 cr. Prereq.: Permission of instructor. Students will work with lawyers or with legal advocacy or judicial institutions. Application for the program is made through the faculty internship coordinator in the Political Science Dept. a minimum of one month prior to registration.

**PSCI 296W. Internship in International Politics.** PSCI 296.4, 2 hr./wk., plus 120 semester hr. of intern work; 4 cr., 296.5 2 hr./wk., plus 150 semester hours of intern work; 5 cr., 296.9W, 2 hr./wk., plus 300 semester hours of intern work; 9 cr. Prereq.: Permission of instructor. Students will work with public and private institutions in the field of international relations. Application for the program is made through the faculty internship coordinator in the Political Science Dept. a minimum of one month prior to registration.

**PSCI 297. Model United Nations.** 3 hr.; 3 cr. A simulation of the United Nations as an agent for peace in the contemporary world, including participation in a weeklong Model UN event in New York City with general assembly meetings at the UN headquarters. Students will research issues before the UN in such areas as regional and world peace, economic development,

education, human rights, and non-proliferation of nuclear weapons, and will prepare to participate in simulated debates and negotiations. A fee of \$75 is required to register as a delegate, in addition to room and board expenses.

**PSCI 298.3. Independent Internships in New York City and Around the World.** 3 hr., 3 cr. Substantive internships in local government, media, law, community work, advocacy, and international affairs. Related readings and a term paper will be assigned. Students must meet periodically with the instructor in addition to interning 120 hours. Details, requirements, and permission for the program must be obtained from the faculty internship coordinator. This course can be taken up to four times.

**PSCI 298.6. Independent Internships in New York City and Around the World.** 3 hr., 6 cr. Substantive internships in local government, media, law, community work, advocacy, and international affairs. Related readings and a term paper will be assigned. Students must meet periodically with the instructor in addition to interning 240 hours. Details, requirements, and permission for the program must be obtained from the faculty internship coordinator. This course can be taken twice.

**PSCI 299. Summer Internship in Washington, D.C.** 240–320 sem. hr. fieldwork; 6 cr. Students will work eight weeks full-time in Washington, D.C., as interns for elected representatives, interest groups, or government agencies. Related readings and a term paper will be assigned. Details, requirements, applications, and permission for the program must be obtained from the faculty internship coordinator. A stipend is provided by the City University.

### III. Seminars

**PSCI 381W. Seminar in American Politics.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

**PSCI 382W. Seminar in Law and Politics.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester. (Capstone)

**PSCI 383W. Seminar in Comparative Politics.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester. (Capstone)

**PSCI 384W. Seminar in International Politics.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester. (Capstone)

**PSCI 386W. Seminar in Political Theory.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester. (Capstone)

**PSCI 387W. Seminar in Political Analysis and Research Methods.** 3 hr.; 3 cr. Prereq.: Permission of the instructor. No student may enroll in more than one seminar a semester.

**The following graduate courses are open to qualified undergraduate students with permission of the department.**

**PSCI 610. Western Political Thought.**

**PSCI 630. Contemporary Comparative Government.**

**PSCI 640. Public Administration.**

**PSCI 651. Government of the City of New York.**

**PSCI 660. International Politics.**

# Psychology

*Chair:* Jeff Beeler

*Associate Chair for Graduate Studies:* Desiree Byrd

*Neuroscience Major (Undergraduate):*

Giuseppe Cataldo

*Director, Master of Arts in Applied Behavior Analysis,*

*Master's and Advanced Certificate Program:*

Joshua Jessel

*Director, Master of Arts in General Psychology:*

Patricia D'Ateno

*Director, Master of Arts in Behavioral Neuroscience:*

Kerstin Unger

*PhD Programs: Clinical Psychology, Director of*

*Clinical Training:* Joel Sneed, Veronica Hinton

*Department Office:* SB E318, 718-997-3203

*Professors:* Alvero, Beeler, Bodnar, Brumberg, Fan,

Foldi, Hinton, Johnson, Nomura, Ranaldi, Sneed,

Sturmey; *Associate Professors:* Brumbaugh,

Byrd, Jones, Pytte, Storbeck; *Assistant Professors:*

Jessel, Nikulina, Unger; *Lecturers:* Ackerman,

Barahmand, D'Ateno, Mangiapanello, Pagano;

*Substitute Lecturer:* Doran; *Clinic Director:* Caro;

*Chief College Laboratory Technician:* Zhu; *Senior*

*College Laboratory Technicians:* Berezovski,

Lehman; *College Laboratory Technician:* Ramroop;

*Department Administration:* Garzon, Levy, Lord,

Postrel, Stern; *Professors Emeritus:* Borod, Brown,

Ehrichman, Fields, Gilden, Halperin, Hemmes,

Lanson, Orbach, Poulson, Ramsey, Shapiro

*Major Offered:* Psychology (State Education Code 02805)

The department offers a wide variety of courses, some of which lay the foundation for a career in psychology, all of which are aimed at providing students with an understanding of behavior, both normal and abnormal.

## Department Awards

The department offers the *Daniel V. Caputo Award*, for a student who is committed to pursuing a doctoral degree in clinical psychology; the *John V. Conti Award*, for a graduating senior who will be attending a graduate program in psychology or a related profession; the *Thomas E. Frumkes Award*, for excellence in psychological research; *Mitchell L. Kietzman Award*, for outstanding undergraduate research; the *Raphell Sims Lakowitz Scholarship*, to an undergraduate psychology major who has demonstrated both academic excellence and the ability to work in clinical settings, and who is intending to pursue a career in clinical psychology; the *Dr. Effie Mitsis Memorial Award*, for a graduating senior who will be attending a graduate program in neuroscience; the *Gregory Razran Award*, to the graduating student with the highest grade-point average in psychology; the *William N. Schoenfeld Award*, to the graduating student with the second highest grade-point average in psychology; the *Harold Schuckman Memorial Award*, to an overall outstanding undergraduate who will attend graduate school; the *Edith and Max Weiner Award*, to a graduating student who has demonstrated distinguished Alzheimer's disease scholarship; the *Wilma A. Winnick Award*, for a student who has made substantive contributions to the department; the *Arthur A. Witkin Award*, for an outstanding undergraduate who will attend graduate school; the *Dr. Moira Fitzpatrick LeMay Memorial Scholarship Endowment*, to psychology majors demonstrating academic excellence; the *Sara Mayes and Phyllis Glanz Endowed Fellowship for Alzheimer's Disease Research*, to provide financial assistance to graduate and doctoral students pursuing research on Alzheimer's disease; the *Dr. Andrea Li Memorial Award*, for a student who has demonstrated excellence in psychological research; and the *David Friedman Neuroscience Award*, for a student who will be attending a graduate program in psychology or neuroscience devoted to human research.

## THE MAJOR

The major in psychology prepares students for employment in such settings as residential and treatment programs for handicapped individuals, and in drug rehabilitation facilities, although a master's degree is the minimal educational requirement for many professional positions. A doctorate is required for clinical or industrial practice, and for New York State certification as a psychologist. See the box on the next page for the specific requirements for the major.

For a student to major in psychology, at least half the courses in the major, including the advanced experimental research course, must be taken at Queens College.

Courses required for the major are offered every semester. Elective courses are offered either every semester or at least once a year.

Students majoring in psychology are urged to avail themselves of the many advisory resources provided by the department. These include:

1. Day-student majors receive advisement from the chair and/or deputy chair. Evening session majors receive advisement from the evening advisor.
2. Peer advisors. Peer advisors are available in the psychology office during weekday office hours, according to a schedule posted in the office.
3. The psychology web page provides detailed materials concerning course selection, graduate school preparation, and career specialization.

## Senior Research Thesis

The Psychology Department offers outstanding students the opportunity to conduct a senior research thesis. Qualified students who successfully complete an empirical study (including a formal research report) will be eligible to be awarded their degree with distinction in empirical research.

Students who have completed PSYCH 213W, and have a psychology grade-point average of 3.7 (or the strong recommendations of two department faculty members) are eligible to apply for permission to conduct

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a senior research study. The department will provide a list of faculty members who may be able to serve as research advisors. The thesis will be based on empirical research under the supervision of a departmental faculty member. A research proposal must be approved by the chair prior to undertaking the study. The final thesis must be approved by a faculty review committee, which may grant the “distinction in empirical research” honor.

It is anticipated that students choosing this option will spend at least two semesters conducting the research and preparing the thesis. Credit may be earned by enrolling in PSYCH 391 (or 392) for 1 to 3 credits during the first and second semesters, respectively.

### THE MINOR

See the box on this page for the specific requirements for the minor.

### PREREQUISITE

All psychology courses other than PSYCH 107 (or 107.3 AND 107.1) require PSYCH 101 as a prerequisite.

### COURSES\*

**PSYCH 101. General Psychology.** 4 hr.; 4 cr. An introduction to the chief facts, principles, methods, and theories of psychology. Topics discussed include the history of psychology, sensory and perceptual processes, motivation and emotion, behavior development, learning and cognition, psychometrics, personality, psychopathology, and social behavior. Not open to students who have taken PSYCH 102 (currently on reserve). This course requires a research experience of up to 5 hours. This experience can consist of participation in research studies or short written reports of published psychological research. (SW, SCI)

*The course previously known as PSYCH 107 has been divided into two parts: PSYCH 107.1 (Lab) and PSYCH 107.3 (Lecture):*

### REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY (MAJOR CODE PSYCH-BA)

#### Required

- A minimum of 36 credits in psychology, including PSYCH 101, 107.1 and 107.3 (or PSYCH 107), 213W, and one advanced research course from among PSYCH 311–321. PSYCH 101 is a prerequisite for all courses in psychology, with the single exception of PSYCH 107.1 and 107.3, Statistical Methods. PSYCH 107.1 and 107.3 are prerequisites for PSYCH 213W, Experimental Psychology, which in turn is prerequisite for any advanced experimental course. Thus, **it is important that students who are majoring in psychology take PSYCH 107.1 and 107.3 (or PSYCH 107) and 213W as early in their college career as is feasible.** Of the elective courses, students must take two from the list of courses presented below. These advanced courses have prerequisites in addition to PSYCH 101.
- Advanced course list: 323, 334, 337, 341, 345, 346, 347, 349, 352, 353, 354, 357, 358, 359, 360, 362.

At least half the courses in the major, including the advanced experimental research course, must be taken at Queens College. Psychology majors must obtain a grade of a *C* or higher in each of the required Psychology Majors courses totaling 16 credits (i.e., PSYCH 101, 107.1 and 107.3 [or PSYCH 107], and 213W; 1 course from the Advanced Experimental courses – PSYCH 311, 312, 313, 314, 316, 317, 318, 319, 320, & 321). A minimum grade of *C* is required in each of these classes before progressing to the next required course in the sequence. A grade of *C* or better in PSYCH 107.1 and 107.3 (or PSYCH 107) is required to register for 213W. A grade of *C* or better in PSYCH 213 W is required to register for Advanced Experimental Psychology (311–321). Students may only repeat PSYCH 107 (or PSYCH 107.1 & PSYCH 107.3) and PSYCH 213W one time.

### PSYCH 107.1. Statistical Methods Laboratory.

2 lab. hr.; 1 cr. Prereq or coreq.: PSYCH 107.3. Introduction to computer software used for descriptive and inferential statistics, focused on performance

Psychology majors must also obtain a grade of *C*- or higher in each of the elective Psychology major courses totaling 20 credits that will count toward the Psychology major's degree.

- A maximum of 9 credits for any combination of the following courses: PSYCH 325, 326, 327, 372, 373, 391, and 392 can be applied toward the major requirement.

Psychology majors are strongly advised to provide themselves with a diversified academic background by taking courses in a wide range of departments. In particular, they are advised to take:

1. a minimum of one semester of college-level mathematics;
2. a minimum of one year of natural science, of which one semester should be biology;
3. a minimum of one year of social science, of which one semester should be either sociology or anthropology;
4. a minimum of one semester of philosophy. Blanket credits given to transfer students as PSYCH 499 may not be counted toward the major in psychology.

Blanket credits given to transfer students as PSYCH 499 may not be counted toward the major in Psychology.

Courses with *P/NC* grades may not count toward the major in Psychology.

### REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY (MINOR CODE PSYCH-MIN)

#### Required

A minimum of 18 credits in psychology. Half these courses must be taken in this department at Queens College. In order to graduate with a minor in psychology, students must have an overall 2.0 average in psychology courses taken at Queens College. Courses with *P/NC* grades cannot count toward the minor in psychology.

and interpretation of statistical procedures covered in PSYCH 107.3.

\*MAT charges possible.

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**PSYCH 107.3. Statistical Methods.** 4 lec./lab. hr.; 3 cr. Prereq.: Demonstration of current mathematical competency equivalent to 2½ years of high school mathematics as defined by performance on the Queens College Mathematics Placement Exam. This mathematics prerequisite may also be fulfilled by evidence of satisfactory completion of one or more of the following courses: MATH 110 or 122 (or their equivalents). Data reduction, analysis, and reporting of frequency distributions, curve fitting, correlation, estimation, and hypothesis testing on evidence from one, two, and three or more samples and from factorial designs including interaction. (MQR)

**PSYCH 213W. Experimental Psychology.** 2 lec., 4 lab. hr.; 4 cr. Prereq.: PSYCH 101 and 107 (or 107.3 and 107.1) and ENGL 110 or equivalent. Required: Grade of C or better in PSYCH 107.3 and 107.1. A laboratory course designed to acquaint the student with the application of experimental methods to psychological problems. Experiments are conducted in a variety of areas chosen to give the student an appreciation of the range of current psychological research. Particular emphasis is given to the areas of experimental methodology, psychophysics, and learning. (LPS, SW, SCI)

**PSYCH 214. Developmental Psychology: Infancy and Childhood.** 3 hr.; 3 cr. Prereq.: PSYCH 101. Not open to students who have taken the former PSYCH 224 or 229. A review of the theories, research methods, and empirical findings in the area of behavioral development, focusing on the human infant and child.

**PSYCH 215. Developmental Psychology: Adolescence.** 3 hr.; 3 cr. Prereq.: PSYCH 101. This course will address the theories of adolescent development and will provide a critical review of the relevant empirical data. Adolescence will be discussed from the multiple perspectives of biology, past and present environmental factors, emotional and social development, and cognitive development.

**PSYCH 216. Developmental Psychology: Adulthood and Aging.** 3 hr.; 3 cr. Prereq.: PSYCH 101. Not open to students who have taken the former PSYCH 218. A review of the theories, research methods, and empirical findings relative to the aging process, beginning in young adulthood, through the middle years, into old age. Topics covered include physical, cognitive, emotional, and social development, as well as death and dying.†

**PSYCH 217. Life-span Developmental Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 101. An introduction to contemporary views on the behavioral, cognitive, and emotional changes associated with age and developmental status throughout the life span; theories of development, particularly those that deal with lifetime processes, rather than only with early development.

**PSYCH 221. Psychopathology (Abnormal Psychology).** 3 hr.; 3 cr. Prereq.: PSYCH 101. A critical survey and analysis of the field of psychopathology—symptoms, causes, and treatments—with special emphasis upon the interrelationships between physiological, psychological, and sociological factors.

**PSYCH 226. Introduction to Industrial and Organizational Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 101. An introduction to the psychological principles that can be applied to employee-employer relationships is presented. Such issues as personnel selection, psychological assessments, motivation, performance management, training, teamwork, occupational health, leadership, and measurement of job satisfaction are reviewed from the standpoint of the psychologist in industry. This course is prerequisite to PSYCH 362.†

**PSYCH 231. Psychology of Human Motivation.** (formerly PSYCH 331) 3 hr.; 3 cr. Prereq.: PSYCH 101. A systematic survey of the problems involved in an understanding of human motivation. Among the problems discussed are the biological and cultural bases of human needs; their development, hierarchy,

and patterning; consequences of frustrations, conflicts, repressions, and other ambiguities of needs; the role of needs in the structure of personality; the relevance of personal motivation to an understanding of interpersonal relations and other social phenomena. Experimental findings, anthropological and psychoanalytical data, and other theoretical approaches to these problems are discussed and evaluated.

**PSYCH 232. The Psychology of Personality.** 3 hr.; 3 cr. Prereq.: PSYCH 101. An introduction to the contemporary study of personality processes and individual differences. The course examines research growing out of various perspectives on personality, including psychoanalytic, trait, biological, humanistic, learning, and cognitive approaches.†

**PSYCH 238. Social Behavior.** (Formerly PSYCH 338.) 3 hr.; 3 cr. Prereq.: PSYCH 101. A critical analysis of basic psychological principles involved in the behavior of individuals in social situations, with emphasis on social perception and interaction and the psychology of attitudes and of communication. Designed for students concentrating in psychology.†

**PSYCH 242. Comparative Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 101 or 102. Recommended for juniors and seniors only. Comparison of behavior across phyla and species with a view toward understanding the underlying mechanisms and adaptive features of behavior. Lecture topics will include feeding, reproductive behavior, parental behavior, orientation, communication, social behavior, learning, phylogeny of the nervous system, behavior genetics, and a critical evaluation of the concept of instinct.††

**PSYCH 243. Introduction to Behavioral Neuroscience.** 3 hr.; 3 cr. Prereq.: PSYCH 101 or BIOL 105 or equivalent. A survey of the physiological basis of behavior with special emphasis on the underlying anatomy, physiology, and chemistry of the central nervous system, sensory, perceptual, and motor

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systems, physiological development, and circadian rhythms and sleep. Topics relating to learning, memory, motivation, and emotion are also introduced.

**PSYCH 248. History and Systems of Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 101. A historical introduction to modern psychology and a critical survey of its chief systems—structuralism, functionalism, psychoanalysis, behaviorism, Gestalt, and others.†

**PSYCH 251. Introduction to Learning and Behavioral Analysis.** 3 hr.; 3 cr. Prereq.: PSYCH 101. Introduction to principles of behavioral analysis, classical and operant conditioning.

**PSYCH 260. Sensation and Perception.** 3 hr.; 3 cr. Prereq.: PSYCH 101. How the sensory systems code and perceive environmental stimuli. Topics include the visual system, the auditory/vestibular systems, speech perception, the cutaneous senses, and the chemical senses. Similarities and differences across the systems are highlighted and discussed, especially in terms of how stimuli for each sense are transduced into neuronal signals and how areas in the brain are specifically organized to receive and process these signals. Discussion of this conversion of sensory information to sensory perception is complemented throughout the course by examination of research using multiple techniques such as psychophysics, physiological recording, and brain imaging.

**PSYCH 281. VT: Problems in Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 101. PSYCH 281.1, 3 hr. per week, 1 cr.; PSYCH 281.2, 6 hr. per week, 2 cr.; PSYCH 281.3, 9 hr. per week, 3 cr. An exploration of topics, to be announced, that are not covered by the regular course offerings. May be taken more than once provided there is no duplication of topics.

### **Advanced Topics**

**PSYCH 311–321 Series. Advanced Experimental and Research Psychology.** 2 rec., 4 lab. hr.; 4 cr. Prereq.: *C* or better grade in PSYCH 213W. Any one of these courses fulfills the requirement for an advanced research course in psychology.

**PSYCH 311. Advanced Experimental Psychology: Learning.** 6 hr.; 4 cr. Prereq.: Grade of *C* or better in PSYCH 213W. A laboratory course emphasizing application of experimental techniques to the study of learning in animal and human subjects. Topics covered include classical conditioning, instrumental (operant) learning, verbal learning, and a critical analysis of current controversial issues in learning.†

**PSYCH 312. Advanced Experimental Psychology: Sensation/Perception.** 6 hr.; 4 cr. Prereq.: Grade of *C* or better in PSYCH 213W. A laboratory course emphasizing application of experimental techniques to the study of perceptual processes. Included are an examination of the sensory basis of perception, psychophysics, scaling methods, and discussion of current theoretical issues in perception.†

**PSYCH 313. Advanced Experimental Psychology: Cognition.** 6 hr.; 4 cr. Prereq.: Grade of *C* or better in PSYCH 213W. A laboratory course emphasizing the application of experimental techniques to the study of cognition in human subjects. Among the topics covered are attention, recognition of patterns (such as speech and visual forms), imagery, storage and retrieval of information from short-term and long-term memory, and the organization of thought and language. A central theme of the course is a focus on structure and organization in these various cognitive processes.†

**PSYCH 314. Advanced Experimental Psychology: Social Personality.** 6 hr.; 4 cr. Prereq.: Grade of *C* or better in PSYCH 213W, and either PSYCH 232 or 238. This course helps students learn to evaluate

research critically and how to develop methodologically sound research projects in the areas of personality and social psychology. Students analyze research articles, design studies to test hypotheses, and carry out a class project.

**PSYCH 316. Advanced Experimental Psychology: Experimental Neurobiology.** 6 hr.; 4 cr. Prereq.: Grade of *C* or better in PSYCH 213W, and either PSYCH 243 or BIOL 373, or permission of the instructor. The structural and physiological basis of neuronal functioning. Lectures will provide the necessary conceptual background as well as the empirical and practical information necessary for the experimental exercise for the week. The main concept the course will focus on is the relationship between neuronal structure and its role in neuronal functioning. The course will be organized around three lecture/laboratory modules where the students will gain an understanding of neuronal anatomy, physiology, and their interrelationships. Students will be expected to write up and submit each laboratory exercise.

**PSYCH 317. Advanced Experimental Psychology: Applied Behavior Analysis.** 6 hr.; 4 cr. Prereq.: PSYCH 251 and grade of *C* or better in PSYCH 213W. Consideration of principles of learning as they apply to the acquisition, maintenance, and modification of human behavior. An application of applied behavior analytic principles to behavior in educational, therapeutic, and cultural environments is included.†

**PSYCH 319. Advanced Experimental Psychology: Human Memory.** 6 hr.; 4 cr. Prereq.: Grade of *C* or better in PSYCH 213W. This course will introduce the topics and methods treated in current research on human memory. The course will begin with a sampling of traditional experiments, with emphasis on the theoretical and methodological problems raised, followed by more up-to-date cognitively oriented experiments.

**PSYCH 320. Advanced Experimental Psychology: Special Topics.** 6 hr.; 4 cr. Prereq.: PSYCH 213W.

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Advanced study on topics to be announced, which are not covered by the regular course offerings. May be taken more than once provided there is no duplication of topics.†

### **PSYCH 321. Advanced Experimental**

**Psychology: Clinical.** 6 hr.; 4 cr. Prereq.: Grade of C or better in PSYCH 213W, and 221. A review of the research principles used to conduct experiments in clinical psychology, including group designs, ABA single-subject designs for self or other modification projects, and the recording and evaluation of tapes of clinical interviews and treatment. Students will be trained in hypothesis-testing, experimental procedures, data analysis, and the writing of laboratory reports.

**PSYCH 323. Psychometrics.** (Formerly PSYCH 223.) 2 lec., 2 lab. hr.; 3 cr. Prereq.: PSYCH 101 and 107 (or 107.3 and 107.1). Application and evaluation of psychometric methods for estimating the validity and reliability of psychological measures and for establishing norms. Areas sampled include creativity and special abilities, attitudes and values, intelligence and achievement, vocational interests, and personality traits.†

### **PSYCH 325. Fieldwork in Personnel Psychology.**

PSYCH 325.1, 45 hr.; 1 cr., PSYCH 325.2, 90 hr.; 2 cr., PSYCH 325.3, 135 hr.; 3 cr. Prereq.: PSYCH 226 and permission of the instructor. Students are assigned for 45 or 90 or 135 hours a semester to a business or organization applying some aspects of personnel psychology. Included are personnel departments, psychological consultants, and governmental agencies. Activities such as personnel testing, employment interviewing, personnel research, and employee relations functions are observed and, when feasible, participated in by the student.†

### **PSYCH 326. Fieldwork in Consumer Psychology.**

PSYCH 326.1, 45 hr.; 1 cr., PSYCH 326.2, 90 hr.; 2 cr., PSYCH 326.3, 135 hr.; 3 cr. Prereq.: PSYCH 226, and permission of the instructor. Students are assigned



for 45 or 90 or 135 hours a semester to a business or organization applying some aspects of consumer psychology. Included are market research consultants, advertising agency research departments, manufacturers' marketing departments, and communications media research sections. Activities such as questionnaire coding and development, statistical analysis of consumer data, advertising effectiveness research, and consumer sampling and interviewing problems are observed and, when feasible, participated in by the student. May be repeated once for additional credit.†

### **PSYCH 327. Undergraduate Internship.**

PSYCH 327.1, 45 hr.; 1 cr., 327.2, 90 hr.; 2 cr., 327.3, 135 hr.; 3 cr. Prereq.: PSYCH 101, and permission of the instructor. Students serve as volunteers in a psychology-related setting for 45 or 90 or 135 hours a semester. Such settings include mental health facilities,

community service agencies, and human resources departments. Activities such as interacting with patients, observing ward meetings, reading case records, interacting with professional mental health workers, attending case conferences, and working to improve employee productivity are possible, depending upon the aims and policies of the particular setting in which the student is volunteering. A term paper is required which involves library research and which demonstrates an understanding of how the student's fieldwork directly relates to specific areas of psychology.

### **PSYCH 334. The Development of Perception and Cognition.** 3 hr.; 3 cr. Prereq.: PSYCH 214.

A critical review of the theoretical and empirical literature on the development of cognitive-intellective functions and abilities in humans and animals. Topics include associative learning, problem solving, reasoning,



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concept formation, abstract thinking, symbolization, and language acquisition.†

**PSYCH 337. Evolutionary Psychology.** 3 hr.; 3 cr. Prereq.: One of the following courses: PSYCH 221, 243, 214, or 232. Examination of the mechanisms of the human mind through the lens of evolutionary psychology beginning with a brief historical review of key theories in psychology and evolutionary biology. Topics include problems of survival, long-term and short-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, and dominance hierarchies. The course concludes by proposing a unified field that integrates the different branches of psychology.

**PSYCH 341. Introduction to Psychoanalytic Theory.** 3 hr.; 3 cr. Prereq.: PSYCH 221 and 232. A survey of the development of classical (Freudian) psychoanalytic theory and technique. Also considered are the cultural and scientific influences on Freud's thinking, how current research findings support (and fail to support) classical theory, and Freud's influence on contemporary psychoanalytic theory and practice.†

**PSYCH 345. Cognitive Neuroscience.** 3 hr.; 3 cr. Prereq.: PSYCH 243 or BIO 373. A survey of the behavioral models of human cognitive processes combined with recent neuropsychological and brain-imaging data on the neural mechanisms that underlie these cognitive processes. Topics include an introduction to brain-imaging methods, object and face recognition, visual imagery, attention, speech and language, spatial behavior, calculation and planning/problem solving.

**PSYCH 346. Neuroscience of Memory.** 3 hr.; 3 cr. Prereq.: PSYCH 243 or BIO 373. A survey of the behavioral models of memory, as well as recent neuropsychological and brain-imaging data on the neural mechanisms underlying memory processes. The course covers all aspects of short- and long-term

memory including working memory, unconscious (implicit) memory, episodic and autobiographical memory, memory for source, false memories, and the organization and representation of knowledge in the brain.

**PSYCH 347. Introduction to Clinical Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 221. A general introduction to the field of clinical psychology. The etiology, differential diagnosis, and methods of psychological treatment of various kinds of personality and conduct problems, emotional and social maladjustments, and problems of exceptional mentalities are considered. This course is especially recommended to students planning to do graduate work in clinical psychology.†

**PSYCH 349. Psychological Disorders of Childhood and Adolescence.** 3 hr.; 3 cr. Prereq.: PSYCH 221 and 214, 215, or 217. A survey of the major psychopathological disorders in childhood and adolescence; particular emphasis on etiological, biological, and social factors. These disorders include mental retardation, learning disabilities, conduct disorders, and neuroses and psychoses.†

**PSYCH 352. Psychopharmacology.** 3 hr.; 3 cr. Prereq.: PSYCH 243 or BIO 373. Relevant for psychology and biology students. Considers mechanisms of drug action and applications of biologically active agents as a basis for conceptual evaluation of behavioral functions.†

**PSYCH 353. Psychology of Sex Roles.** 3 hr.; 3 cr. Prereq.: One course from the developmental sequence (PSYCH 214, 215, 216, or 217) and either PSYCH 221 or 232. A survey and critical analysis of research and theory regarding similarities and differences in behavior between males and females, both human and animal. Included are considerations of biological, social, psychological, and cultural determinants of gender role development.†

**PSYCH 354. Sexual Behavior.** Prereq.: One course from the developmental sequence (PSYCH 214, 215, 216, or 217) and either PSYCH 221 or 232. A survey of research and theory about sexual behavior in humans and animals. Among the topics covered are neural and hormonal correlates of sexual behavior, the role of early experience and learning, survey and laboratory studies of human sexuality, cross-cultural studies of sexual practices, and sexual dysfunctions and their treatment.†

**PSYCH 355. Practicum in Academic Advisement of the Psychology Major.** 1 hr.; 1 cr. Prereq.: A minimum of four courses in psychology at Queens College, junior standing, and STPER 200 (Introduction to Counseling and Advisement). This course, which is open to psychology majors only, may be taken concurrently with STPER 300 (Practicum in Counseling and Advisement) or as a third-semester peer advisor. For the first half of the semester students are required to meet with the faculty advisor one hour weekly to discuss issues such as the department's requirements and facilities, careers in psychology, and graduate training. In the second half of the semester students spend two hours per week interviewing psychology student clients.†

**PSYCH 356. Advanced Practicum in Academic Advisement of the Psychology Major.** 1 hr.; 1 cr. Prereq.: PSYCH 355. During the second semester students continue interviewing clients two hours per week and participate in various projects related to advising psychology students, such as polling faculty about research opportunities, collecting information about volunteer opportunities, and contacting graduate programs for information.†

**PSYCH 357. Intellectual Disabilities.** 3 hr.; 3 cr. Prereq.: PSYCH 101, and 214 or 217, and either 221 or 251. Intellectual disabilities are described in relation to their etiology. Emphasis is placed on environmental procedures designed to help integrate the person with intellectual disabilities into the mainstream of society.

## PSYCHOLOGY

The impact of the person with intellectual disabilities on the family, as well as the roles that family members can play in helping a family member with intellectual disabilities achieve his or her potential, are discussed.

**PSYCH 358. Autism.** 3 hr.; 3 cr. Prereq.: PSYCH 101, and either 214 or 217, and either 221 or 251. This is an advanced course discussing autism and related disorders. The course is in three parts: (1) nature, (2) educational programming, and (3) present and future contexts. In the first part, we will discuss the characteristics of autism and related disorders, a history of the concept, medical aspects and etiology, and theories. In the second part, we will discuss promoting behavioral competence, communication, social skills, and education for teaching children with autism. In the last part, we will discuss the role of parents, a continuum of services, and putting it all together.

**PSYCH 359. Developmental Disabilities.** 3 hr.; 3 cr. Prereq.: PSYCH 214 or 217. Developmental disabilities, such as autism, mental retardation, deafness, and blindness, are described in relation to the etiology of these conditions. Emphasis is placed on environmental procedures designed to help integrate the person with developmental disabilities into the mainstream of society. The impact of the person with developmental disabilities on the family, as well as the roles family members can play in helping that family member achieve his or her potential are discussed.†

**PSYCH 360. Contemporary Psychotherapies.** 3 hr.; 3 cr. Prereq.: PSYCH 221 and any of the following: PSYCH 232, 317, 341, or 347. A review of the current status of psychotherapy by a comparison of the views of personality and psychopathology implied by the psychoanalytic and behavioral models. Diverse samples of current psychotherapies are studied and compared. These may include rational-emotive therapy, Japanese therapies, and meditative therapies; Milton Erickson's approach to short-term treatment (including

use of hypnotherapy); several forms of family therapy, behavioral medicine, and biofeedback; and some novel approaches such as ethnotherapy.†

**PSYCH 362. Organizational Performance Management.** 3 hr.; 3 cr. Prereq.: PSYCH 226. In this course, students develop solutions to organizational problems from a behavioral perspective. Some of the topics covered include organizational diagnosis, identification of antecedents and consequences, development of a measurement and feedback system, goals, and performance evaluation. This course serves those students who have completed PSYCH 226 and have a further interest in industrial/organizational psychology as a profession or who may hope to enter the field of organizational management, human resources, or business relations.

**PSYCH 371. Practicum in Psychopathology.** 2 hr. plus 5 hr. fieldwork to be arranged; 3 cr. Prereq.: PSYCH 221, 232, senior standing, and permission of the instructor. Provides for supervised clinical observation of patients at selected psychiatric hospitals and clinics. Students observe patients, audit staff conferences, and may assist in research conducted by hospital staff or college faculty. The academic component of this course includes an in-depth study by each student of one of the major approaches to psychopathology (such as psychoanalysis or behavior therapy) and the application of that approach to a set of case protocols.†

**PSYCH 372. Practicum: Intervention for Children with Autism and Their Families.** 3 hr.; 3 cr. Prereq.: PSYCH 213W and permission of instructor. Introduction to applied behavior analysis techniques for children with developmental disabilities such as autism or Down syndrome. One portion of the class is devoted to classroom instruction regarding technical language of applied behavior analysis; basic principles; strategies to increase appropriate behavior; strategies to decrease challenging behavior; operational definition;

direct observation of behavior; graphing and evaluation of data; and family needs. The second portion of the class involves students directly working with a child diagnosed with a developmental disability and providing behavior analytic interventions in social, communication, play, and leisure skills.

**PSYCH 373. Advanced Practicum: Intervention for Children with Autism and Their Families.** 3 hr.; 3 cr. Prereq.: PSYCH 372 and permission of instructor. Advanced application of applied behavior analysis (ABA) techniques and research for children with developmental disabilities such as autism or Down syndrome. Students will continue to learn about ABA, including specific strategies to increase skills and decrease challenging behavior, as well as behavioral skills training. Students will participate in ongoing research activities through implementation of supervised interventions, data collection, and graphing of performance. Students will provide intervention to children with developmental disabilities, their siblings, and/or parents helping the child to develop skills and enhance their social relationships.

**PSYCH 391. Special Problems—Research.** Students are limited to a maximum of nine credits for any combination of the following courses: PSYCH 391.1, 3 hr. per week; 1 cr. PSYCH 391.2, 6 hr. per week; 2 cr. PSYCH 391.3, 9 hr. per week; 3 cr. Prereq.: A GPA of a 3.0 or higher. Written permission of the faculty mentor and a description of the proposed research project submitted to and by the Psychology department. Open only to Psychology and Neuroscience majors. Open only to specially qualified upper juniors and seniors of exceptional promise and ability who are majoring in psychology.†

## Puerto Rican Studies

See Latin American and Latino Studies.



## Religious Studies

*Director:* Yunzhong Shu

*Office:* Queens Hall 215, 718-997-5570

*Major Offered:* Religious Studies (State Education Code 92256)

Religious studies is an exciting part of the offerings in the humanities at the college. Its resources in faculty, library, courses, lecture series, and special events provide a strong background in the area, particularly attractive to students in the humanities or social sciences.

The program's academic orientation is derived from the disciplines of history, sociology, psychology, and philosophy. These fields attempt to treat religious phenomena from a nonpartisan and scholarly standpoint. The broad scope of faculty specialization permits a comprehensive investigation of the pervasive religious concerns of the world's cultures.

Students interested in a religious studies major/minor should consult with the director as soon as possible after having recognized their interest in the discipline.

### THE MAJOR

The major in Religious Studies is an interdisciplinary program intended for students with an interest in learning about religious texts, experience, practice, theology, and other aspects of religion from a nonpartisan and scholarly standpoint. Students are expected to choose two traditions in each of which they will take at least two courses (Buddhism, Christianity, Classical Religion, Hinduism/Eastern Religion, Islam, Judaism) and to complete coursework in comparative approaches to the study of religion as well as in particular disciplinary treatments of religion as an object of study or area of inquiry. All students are required to take Introduction to the Study of Religion by the end of the sophomore year, and the Advanced Seminar in the senior year.

The Religious Studies program is housed in the Department of Classical, Middle Eastern, and Asian Languages and Cultures. Its courses are offered in the home department—under the Arabic, Hebrew, Classics, Chinese, and East Asian Studies headings—as well as in other departments in the divisions of Arts & Humanities and Social Sciences, including Anthropology, Art History, Philosophy, and Sociology. See the box on the next page for specific requirements for the major.

### Distribution Groups

The list of approved courses in each distribution group is available in the program office. Interested students may obtain the list from the director. Students are reminded that their program plans must be approved, and a copy filed with the Registrar, before they embark on the major/minor.

The four distribution groups are Comparative Religion; Religion, Literature, and the Arts; Religion and Culture; and Religion and Philosophy. This group of courses will study the relationship between religion and philosophy using individual and collective philosophical viewpoints. See appropriate department listings for scheduling information.

### THE MINOR

See the box on the next page for specific requirements for the minor.

### COURSES

**RLGST 101. Introduction to Western Religions.** 3 hr.; 3 cr. A brief survey of the persistent problems in Western religious thought, comparing representative thinkers in the traditions of Judaism, Christianity, and Islam. Spring

## RELIGIOUS STUDIES

### **RLGST 102. Introduction to Eastern Religions.**

3 hr.; 3 cr. A brief survey of religious thought in India, China, and Japan. Developmental analysis of fundamental religious concepts and their impact upon culture. Fall

### **RLGST 103. Introduction to Judaism.**

3 hr.; 3 cr. History of the development of Judaic beliefs, practices, and interpretive traditions. Representative selections from Mishnah, Talmud, Kabbalah, and later thinkers. Fall, Spring

### **RLGST 201. Introduction to the Study of Religion.**

3 hr.; 3 cr. The approaches and methodologies, from a variety of disciplines—sociology, anthropology, psychology, philosophy—that have come to define the academic study of religion.

### **RLGST 211. Essentials of Buddhism.**

3 hr.; 3 cr. A study of Buddhist thought, devotional practice, and literary traditions in several selected Buddhist sects. Spring

### **RLGST 212. Religion, Myth, and Language.**

3 hr.; 3 cr. A study of the interaction between categorical schemes and constructs used in the study of religion, including psychoanalytic, phenomenological, and structuralist approaches.††

### **RLGST 213. Religious Meaning.**

3 hr.; 3 cr. A systematic study of images of man in contemporary thought and their relation to modern religion.††

### **RLGST 260. Studies in Religion.**

3 hr.; 3 cr. Selected topics in religious studies.††

### **RLGST 390. Research Paper.**

3 hr.; 1-4 cr. Open only to religious studies majors in the senior year by special permission of the program director. Intensive research under the direction of a faculty member in a selected aspect of the field, leading to the writing of a paper. This course is required for the completion of the religious studies major.

### **REQUIREMENTS FOR THE MAJOR IN RELIGIOUS STUDIES (MAJOR CODE RLGST-BA)**

The major consists of 36 credits.

#### **Required Courses for the Major:**

- A. RLGST 201. Introduction to the Study of Religion.
- B. Two courses in a single religious tradition:  
Buddhism: EAS 130W, ARTH 227, RLGST 211  
Hinduism/Eastern Religion: EAS 130W, RLGST 101, RLGST 102  
Classical Religion (Ancient Greek, Roman): CLAS 140, CLAS 240  
Christianity: ARTH 211, HIST 211, ANTH 290W, ENGL 381  
Islam: ANTHRO 204, MES 160, MES 260, MES 300  
Judaism: RLGST 103, HEBRW 350W, HEBRW 341, HEBRW 340
- C. Two courses in a second religious tradition—see B. above.
- D. Two interdisciplinary courses that approach religion with the methodological tools particular to a discipline taught at QC. SOC 221, PHIL 116, ANTH 224, ANTH 306, CMAL 220, ARTH 211, ARTH 271, HIST 229, URBST 214, URBST 221
- E. One comparative course. Courses that attend to two or three religious traditions, with some analysis of similarities, differences and/or historical interactions, and cultural exchange. CMAL 220, CLAS 240, HIST 311, EAS 130W. This may not be a course that is counted toward requirements B & C above. Under some circumstances, a course in a third religious tradition may fulfill this requirement. Students should consult with the director.
- F. One Advanced Seminar. RLGST 390
- G. Three additional courses.

All courses listed in A.-E. not already applied to other requirements for the major may count toward this requirement. Additionally, related language courses beyond coursework required of all BA students may count toward this requirement. These include Latin, Ancient Greek, Biblical Hebrew, Sanskrit, and Classical Arabic. Other language courses may be approved by the director of Religious Studies.

No more than 3 courses taken at the 100 level will count toward the major, excluding languages taken for the major in addition to the college requirement.

### **REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES (MINOR CODE RLGST-MIN)**

The minor consists of 21 credits.

#### **Required Courses for the Minor:**

- a. RLGST 201. Introduction to the Study of Religion.
- b. Two courses in one religious tradition.  
Buddhism: EAS 130W, ARTH 227, RLGST 211  
Hinduism/Eastern Religion: EAS 130W, RLGST 101, RLGST 102  
Classical Religion (Ancient Greek, Roman): CLAS 140, CLAS 240  
Christianity: ARTH 211, HIST 211, ANTH 290W, ENGL 381  
Islam: ANTHRO 204, MES 160, MES 260, MES 300  
Judaism: RLGST 103, HEBRW 350W, HEBRW 341, HEBRW 340
- c. One course in a second religious tradition—see b. above.
- d. One interdisciplinary course chosen from courses that approach religion with the methodological tools particular to a discipline taught at QC: SOC 221, PHIL 116, ANTH 224, ANTH 306, CMAL 220, ARTH 211, ARTH 271, HIST 229, URBST 214, URBST 221
- e. One additional course. All courses listed under any other requirements for the major or minor may count toward this requirement. Additionally, related language courses beyond coursework required of all BA students may count toward this requirement. These include Latin, Ancient Greek, Biblical Hebrew, Sanskrit, and Classical Arabic. Other language courses may be approved by the director of Religious Studies.

## Science

### SCHOOL OF MATHEMATICS & THE NATURAL SCIENCES

*Dean:* Daniel Weinstein

*Office:* Remsen 125, 718-997-4105

The following are interdisciplinary science courses not belonging to any one of the science departments.

#### COURSES

**MNSCI 113. Contemporary Issues in the Sciences.** 3 lec. hr.; 3 cr. Prereq.: Three years of high school mathematics. This course may be taught by faculty from different departments in the Division of Mathematics and Natural Sciences. Students will be introduced to methods used in science. Contemporary issues and the impacts of selected scientific developments will be discussed. Topics will be chosen from current events, literature, or media which the students will explore from the vantage point of the science fields represented in the course. Students will write a paper and prepare oral reports. Not open to students who have received credit for MNSCI 114. (SW, SCI)

**MNSCI 114. Contemporary Issues and Experiments in the Sciences.** 3 lec., 2 lab. hr.; 4 cr. Prereq.: Three years of high school mathematics. This course is the same as MNSCI 113, but also includes a lab in which students will participate in laboratory experiments under the supervision of each of the three faculty members. Not open to students who have received credit for MNSCI 113.

## Social Sciences Seminar

### SCHOOL OF SOCIAL SCIENCES

*Interim Dean:* Ekaterina Pechenkina

*Office:* Powdermaker 335, 718-997-5210;  
Fax 718-997-5535

*Departmental Assistant:* Carol A. Douglas

#### COURSE

**SSCI 381, 382. General Seminar in the Social Sciences.** Hr. to be arranged; 3 cr. each sem. Prereq.: Advanced standing in departments of the social sciences. Recommended for all students who intend to qualify for honors in any department in the Social Sciences Division.



# Sociology

*Chair:* Shige Song

*Deputy Chair:* Holly Reed

*MA Program Director:* Sophia Catsambis

*Department Office:* Powdermaker 252, 718-997-2800

*Distinguished Professors:* Heilman, Min; *Professors:* Beveridge, Catsambis, Eisenstein, Levine, Reed, Savage, Song, Tang, Turner, Viladrich, Weinberg; *Associate Professors:* J. Cohen, Hsin, Rogers, Vesselinov, Xu, Zhang; *Assistant Professors:* Browne, Bounds, Gomez; *Chancellor's Lecturers:* Alexiou, D. Leventhal, S. Leventhal, Strickland; *Visiting Lecturer:* Sperry; *Department Secretaries:* Loza, Thornhill; *Professors Emeritus:* Clough, B. Cohen, Kapsis, Seiler; *Associate Professors Emeritus:* Font, Gallo, Gorman, Mankoff

*Major Offered:* Sociology (State Education Code 26460); BA/MA Sociology/Data Analytics and Applied Social Research (State Education Code 26460/02819)

For those who major in sociology, the department introduces students to the sociological perspective in order to enhance their understanding of and participation in society; to prepare students for graduate study in sociology and other social and behavioral sciences, or for graduate and professional studies in social work, law, urban planning, journalism, and related fields; to equip students for junior-level positions in health, education, and welfare, public opinion and market research, or research and administration in large-scale public and private organizations (social science positions beyond the junior level in these areas usually require graduate training); to give students a basic understanding of sociology for teaching in the social sciences.

## Department Awards

The department offers the following scholarships: the *Carmine Avena Memorial Scholarship*; the *Joseph Gubernikoff Memorial Scholarship*, awarded to a graduating sociology major who has attained an exceptionally high grade-point average while taking varied and challenging courses; the *Sherman Krupp Memorial Award*, awarded to a student with exceptional academic achievement who plans an academic career; the *Patricia Kendall Lazarsfeld Undergraduate Scholarship in Sociology*, awarded to an undergraduate sociology major, before he/she is eligible for graduation, who has achieved a high academic average; the *Paul F. Lazarsfeld Scholarship in Sociology*, awarded to a graduating student who satisfies one or more of the following requirements: (1) a sociology major who will be accepted for admission by Columbia University's Graduate Sociology Department; (2) a social science major who will be accepted for admission by one of Columbia University's Graduate Social Science Departments; (3) a sociology major who will be accepted by a graduate social science department at a major university and who will acquire a graduate education following the intellectual traditions established by Paul F. Lazarsfeld; the *Paul Neurath Graduate Scholarship*; the *Erich Rosenthal Memorial Graduate Scholarship*; the *Lester H. Seiler Memorial Award*, and a *Service Award*.

Two scholarships for Latino sociology majors are awarded: *The New York Times Company Foundation Endowed Scholarship for Latino Students*, presented to a Latino sociology major who is not yet a graduating senior; and the *Graduating Senior Latino Endowed Scholarship*, presented annually to an undergraduate sociology major at the time of graduation. In both cases, recipients must have academic records consistent with students who receive honors in sociology.

Along with the program in labor studies, the department presents the *Dubois Scholarship Award* and the *Sylvia Newman Scholarship Award*. Contact either office for eligibility requirements.

## Department Honors

Department honors at commencement are awarded to majors on the basis of their academic average within the college and within sociology. For details, inquire in the department office.

## THE MAJOR AND THE MINOR

See the box on this page for the specific requirements for the major and the minor.

Majors are encouraged to complete DATA 205 and 212W as early as possible in their college careers. SOC 331 and DATA 334 should be taken after DATA 205 and 212W. Students should take their 300-level course elective as juniors or seniors after having completed all other major requirements.

### REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY (MAJOR CODE SOC-BA)

#### Note

Students may not use the Pass/No Credit (P/NC) option for any required major and/or minor course.

#### Required: (Minimum 32 credits)

SOC 101 (or 1144), DATA 205, DATA 212W, SOC 331, DATA 334, and at least five additional courses in sociology, one of which must be a SOC 381W seminar or other approved 300-level course.

### REQUIREMENTS FOR THE MINOR IN SOCIOLOGY (MINOR CODE SOC-MIN)

#### Required (20 credits)

SOC 101, DATA 205, DATA 212W, either SOC 331 or DATA 334, and at least three additional courses in sociology, one of which must be a SOC 381W seminar or other approved 300-level course.

### REQUIREMENTS FOR THE MINOR IN DATA ANALYTICS (MINOR CODE DATA-MIN)

#### Required (21 credits)

SOC 235, DATA 205 (or PSYCH 107 or ECON 249 or equivalent), DATA 212W, SOC 306, SOC 333, and DATA 334.

## SOCIOLOGY

Students are urged to consult informally with faculty members as soon as they feel they might be interested in a sociology major. Further, each major must submit for approval to a department advisor a tentative plan of study before completing nine semester hours in sociology.

### THE MINOR IN DATA ANALYTICS

The data analytics minor teaches students how data are produced, captured, organized, analyzed, and presented—and how to perform these data analytics tasks themselves. The curriculum draws upon concepts and skills from statistics, computer science, and computer-based techniques for handling large datasets, as well as capturing and analyzing data and presenting the results of such analyses in a variety of forms, including reports, tables, and visualizations (e.g., charts, maps and graphs).

The need for data analytics pertains to almost every field, and graduates of the minor are prepared for entry-level jobs involving the use of data in government, business, science and technology, policy, education, and research, among others. Because this program is a minor, students are encouraged to apply their data analytics skills in any major, providing them with the advantage of combining valuable data skills with other specializations.

### ACCELERATED MASTER'S DEGREE IN DATA ANALYTICS AND APPLIED SOCIAL RESEARCH

Our fast-growing, highly successful Master's Program in Data Analytics and Applied Social Research has a proven track record of preparing students for analytics jobs in the business, government, and non-profit sectors. Our federally designated Science, Technology, Math, and Engineering (STEM) program engages students who might not otherwise seek careers in STEM-related fields, which are among the few areas of clear promise in future job markets. Our accelerated MA program

makes the MA accessible to our current undergraduate students by enabling them to complete both degrees more quickly and at less expense.

The accelerated MA program enables students to take four MA courses for joint credit toward requirements in both their BA in Sociology and MA in Data Analytics and Applied Social Research. The courses are:

- One course: either Sociological Theory or Substantive Topics in Sociology (e.g., SOC 701, 702, 728, 736, or other courses with approval) (3 credits)
- SOC 710, Basic Analytics (4 credits)
- SOC 716, Professional Writing and Communication (3 credits)
- SOC 754, Applied Social Research I (3 credits)

Students enroll in the program by completing a declaration form available in the Sociology Department. Subject to capacity, requirements for admission to the joint program are a 3.5 GPA overall and a *B+* grade or better in DATA 205 and DATA 212W or equivalent. Students may opt out of the program at any time. They are eligible to receive their BA degree once they have completed all requirements for that degree.

Upon entering the program, students will be subject to the rules for graduate students regarding minimum passing grades and GPA requirements. They must maintain a minimum GPA of 3.0, with a minimum passing grade of *B-* in courses required for graduation from either the major or the MA degree (with one opportunity to retake any course falling below the *B-* standard). Students failing to maintain these standards before completing all requirements for the undergraduate degree will not be allowed to continue in the joint program, but they will be allowed to apply as new matriculants to the MA program.

### COURSES\*

#### **SOC 101. General Introduction to Sociology.**

3 hr.; 3 cr. An introduction to the basic concepts, theories, methods, and findings of sociology that help describe and explain the sociopolitical, socioeconomic, cultural, and organizational structures of society. (IS)

#### **SOC 103. Sociology of Life in the United States.**

3 hr.; 3 cr. The development, structure, and sources of stability and change in American society in social and historical perspective. Special emphasis will be placed on the economic, political, and cultural conditions that shape major social issues in American life. (USED)

#### **SOC 135W. Writing Workshop.**

1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

#### **SOC 190. Writing for Sociology.**

3 lec.; 3 cr. SOC 190 fulfills the College Writing 2 requirement and builds on the work of ENGL 110 (College Writing 1), in order to teach the conventions of writing in the discipline of Sociology. Introduction to basic writing proficiencies such as constructing arguments and evaluating evidence. Students will strengthen these proficiencies by producing writing products common to the discipline of Sociology. (EC2)

#### **DATA 205. Introductory Analytics.**

6 hr. lec./lab; 4 cr. Prereq.: Sociology 101 or SOC 235 or ANTH 101 or ECON 101 or FNES 106 or HSS 100 or PSCI 100 or PSCI 101 or URBST 101. Not open to students who have taken SOC 205. Introduction to descriptive, inferen-

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\*MAT charges possible.

## SOCIOLOGY

tial, bi-variate, and multivariate statistical techniques to analyze social science data. In the statistics lab, students learn how to generate and interpret output produced by a standard statistical computer package. Lab exercises are used to reinforce the meaning of the statistics and how they behave. Not open to students with credit for ECON 249 or PSYCH 107. (MQR)

**SOC 206. Introduction to Social Statistics.** 3 hr.; 3 cr. Introduction to descriptive, inferential, bi-variate, and multivariate statistical techniques. Students learn how to calculate and interpret statistics, state hypotheses, and communicate quantitative findings. Not open to students with credit for SOC 205, ECON 249 or PSYCH 107. SOC 206 in combination with SOC 207 is equivalent to SOC 205. (MQR)

**SOC 207. Applied Statistical Analysis.** 3 hr.; 1 cr. Pre- or coreq: SOC 206 or ECON 249 or PSYCH 107. Application of descriptive, inferential, bi-variate, and multivariate statistical techniques to analyze social science data. Using a standard statistical program, students select appropriate procedures, interpret statistical output, and communicate quantitative findings. Not open to students with credit for SOC 205. SOC 206 in combination with SOC 207 is equivalent to SOC 205.

**SOC 208. Social Problems.** 3 hr.; 3 cr. Prereq.: SOC 101. Analysis of such contemporary social problems as poverty, homelessness, racism, violence, drugs, family breakdown, alienation, and environmental degradation. (IS)

**SOC 209. Criminal Justice.** 3 hr.; 3 cr. Prereq.: SOC 101. This course will introduce students to criminal substantive and procedural law and the dilemmas of crime control in a democratic society. Students will learn about the institutional components of the criminal justice system (police, courts, and corrections). Topics will include plea bargaining, capital punishment, the insanity defense, the exclusionary rule, and racial disparities.

**SOC 210. The Modern Urban Community.** 3 hr.; 3 cr. Prereq.: SOC 101. The social geography of the modern city and urban environment with a focus on city spaces and urban lifestyle and culture, and how they are influenced by the development of neighborhoods, residential distribution, and regional change.

**SOC 211. Ethnic and Racial Relations.** 3 hr.; 3 cr. Prereq.: SOC 101. Major ethnic and racial groups, ethnic contact, and ethnic relations in American society and in other cultures. (USED)

**DATA 212W. Research Methods.** 6 hr. (lec./lab); 4 cr. Prereq.: SOC 101 or SOC 235 or ANTH 101 or ECON 101 or FNES 106 or HSS 200 or PSCI 100 or PSCI 101 or PSYCH 101 or URBST 101. Not open to students who have taken SOC 212. The relationship between sociological theory and data through analysis of important social phenomena and the understanding and communication of scientific findings about such phenomena. (SCI, SW)

**SOC 213. Deviance and Social Pathology.** 3 hr.; 3 cr. Prereq.: SOC 101. Different conceptualizations of “deviance” and the social processes through which people are labeled as “deviant.” Representative categories of deviance such as drug abuse are examined.

**SOC 214. The Family.** 3 hr.; 3 cr. Prereq.: SOC 101. Historical and contemporary factors that shape families, with special emphasis on the American family. Topics include changes over time, cultures and social classes, and interpersonal issues of family life.

**SOC 215. Sociology of Education.** 3 hr.; 3 cr. An examination of the broad social, economic, and political characteristics of educational institutions, policies and practices and their ramifications. (IS)

**SOC 216. Social Psychology.** 3 hr.; 3 cr. Prereq.: SOC 101. An introduction to social psychology from a sociological perspective. This course examines the many ways in

which individuals influence and are influenced by society. Topics include socialization, the self, social interaction, identity, conversation, and the management of emotions.

**SOC 217. Crime and Juvenile Delinquency.** 3 hr.; 3 cr. Prereq.: SOC 101. The major theories on crime and delinquency, methods of studying the offender, and crime statistics. Emphasis is on the criminal justice system, including the police, courts, and corrections.

**SOC 218. Mass Communication and Popular Culture.** 3 hr.; 3 cr. Prereq.: SOC 101. This course focuses on mass communications, such as the popular press, radio, television, and motion pictures, as institutions that both reflect and influence society. New technologies and video-computer technologies will be examined.

**SOC 219. Social Class in American Society.** 3 hr.; 3 cr. Prereq.: SOC 101. A comparative sociohistorical analysis of economic and political stratification and inequality with special emphasis on the U.S. Topics include social class and a “classless” society, social mobility and the American dream, social-class profiles, trends in inequality, and the relationship of social class to political power.

**SOC 220. Interpersonal Behavior and Group Processes.** 3 hr.; 3 cr. Prereq.: SOC 101. This course focuses on interpersonal and group processes. Topics include interpersonal communications and influence, intimate relationships, and small group processes.

**SOC 221. Sociology of Religion.** 3 hr.; 3 cr. Prereq.: SOC 101. The nature of religion, its relationship to other institutions, and its changing role and function in modern society.

**SOC 222. Social Welfare as a Social Institution.** 3 hr.; 3 cr. Social welfare as an institution, with emphasis on its structure and development, and sociological analysis of problems of aging, divorce, adoption, etc. (USED)



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**SOC 223. Introduction to Social Work Method.** 3 hr.; 3 cr. The basic theory and methods of social work.

**SOC 224. Complex Organizations.** 3 hr.; 3 cr. Prereq.: SOC 101. The social and historical development of complex organizations. Topics include managerial decision-making, conflicts, power, careers, and evaluation processes as they affect business, political, and charitable organizations. Also discussed is the social history of how organizations have succeeded or failed.

**SOC 225. Sociology of Drugs.** 3 hr.; 3 cr. Prereq.: SOC 101. This course examines the changing scientific and popular understandings of the effects, harms, benefits, and patterns of drug use as well as the historical and ongoing debates about drug policy. Most of the major recreational drugs (opiates, cocaine, cannabis, psychedelics, alcohol, tobacco, and caffeine) will be discussed in comparative and historical perspective.

**SOC 226. Political Sociology.** 3 hr.; 3 cr. Prereq.: SOC 101. The operation of power in comparative perspective. Emphasis is given to the social and historical conditions that shape power relations in the political system, social structures, the economy, and culture.

**SOC 227. Sociology of Medicine.** 3 hr.; 3 cr. Prereq.: SOC 101. An examination of the relevance of sociology and its perspectives with regard to the profession of medicine, its interpersonal dimensions, the training of medical personnel, and epidemiology. Emphasis is placed on the social as well as the biological and healing dimensions of medicine.

**SOC 228. Work, Industry, and Society.** 3 hr.; 3 cr. Prereq.: SOC 101. The social and historical development of work in the modern world, including the link between the workplace and structural and social developments in areas such as the economy, the labor movement, class, and gender.

**SOC 229. The Sociology of Health and Illness.** 3 hr.; 3 cr. Health and illness from a sociological perspective. An overview of the causes and meaning of health and illness from ancient Greece to contemporary America. Introduction to topics in epidemiology, health policy, and the social determinants of health.

**DATA 235. Data and Society.** 3 hr.; 3 cr. A scientific examination of the relationships of digital technology and big data to the individual and society. Topics include issues of privacy and ethics, artificial intelligence, interpersonal communication, healthcare, education, business, media, national security and politics, and science and technology. (SCI, SW)

**SOC 236. Population Problems.** 3 hr.; 3 cr. Prereq.: SOC 101. Social factors influencing fertility and contraceptive use, mortality and migration, consequences of population growth, and population policies and programs in various societies.

**SOC 237. Sociology of Selected Countries.** 3 hr.; 3 cr. Prereq.: SOC 101. A sociological analysis of the development of various societies, their institutions, sources of stability and change, and major social issues. Selected areas for analysis might include individual countries, larger regions, or types of societies. Course may be taken repeatedly as the area analyzed changes.

**SOC 238. Social Change and Social Movements.** 3 hr.; 3 cr. Prereq.: SOC 101. Social change and major social movements in past and contemporary societies, with special focus on important theories of social change.

**SOC 239. Sociology of Developing Countries.** 3 hr.; 3 cr. Prereq.: SOC 101. Origin and nature of problems and processes in developing areas: interrelationships between institutions, social change, and poverty.



**SOC 240. Selected Topics in Sociology.** 3 hr.; 3 cr. Prereq.: SOC 101. Topics to be announced. May be repeated for credit provided the topic is different.

**SOC 241. The American Jewish Community.** 3 hr.; 3 cr. Prereq.: SOC 101. Demographic and social characteristics, communal and political organizations, and problems of identity and assimilation within the American Jewish community.

**SOC 242. Modern Israel: Sociological Aspects.** 3 hr.; 3 cr. Prereq.: SOC 101. This course will detail, analyze, and observe modern Israeli society, its social organization, development, and various ethnic groups. Included are the north Africans, eastern and western Europeans, Arabs, Armenians, and Americans who make up the texture of modern Israeli society. Specialists on each of these groups will be invited to address the class, and material artifacts will also be examined.

**SOC 243. Sex and Gender in Comparative Perspective.** 3 hr.; 3 cr. Prereq.: SOC 101. This course explores the social construction of gender in a comparative-historical perspective. Emphasis is given

## SOCIOLOGY

to the ways in which particular social and historical conditions shape gender relations in the economy, the political system, the family, and the ideology and practice of sexuality.

**SOC 244. Sociology of Women.** 3 hr.; 3 cr. Prereq.: SOC 101. This course explores the changing position of women as a social group, focusing on the contemporary United States. The sexual division of labor in the paid labor market and in the household, the relationship of women to family change and “family crisis,” the changing role of women in politics, and the changing social construction of female sexuality will be studied.

**SOC 245. Women and Work.** 3 hr.; 3 cr. Prereq.: SOC 101. An exploration of the changing situation of women in the U.S. workforce. Included is a study of the causes and consequences of job segregation by sex, and sex differentials in pay. The relationship between women’s paid work and their role in the family and society will also be explored.

**SOC 246. The Sociology of Human Sexuality.** 3 hr.; 3 cr. Prereq.: SOC 101. This course explores the social sources of patterns of human sexuality. Among the topics examined are why sexuality has been regulated in all known societies, the sociology of heterosexual and homosexual behavior and identity throughout the life cycle, gender-based sexual socialization, sexual politics (e.g., rape) and commercial sex (e.g., prostitution and pornography).

**SOC 247. Sociology of Law.** 3 hr.; 3 cr. Prereq.: SOC 101. This course examines the role of law in society and the development of legal institutions in the United States from colonial times to the present.

**SOC 249. Sociology of Cinema.** 4 hr.; 3 cr. Prereq.: SOC 101 or MEDST 143 or 144. Film as both a reflection and refraction of society will be explored primarily through comparing American films from different time

periods. The course will concentrate on the relationship between films and the industrial system that produces them—an area neglected by most film scholars and cultural sociologists.

**SOC 250. Sociology of Friendship.** 3 hr.; 3 cr. Prereq.: SOC 101. This course examines friendship and other primary relationships from a sociological perspective. Social psychological and sociological theory are used to understand friendship as a social phenomenon. The course focuses on friendship as a type of social relationship, and how it reflects and affects social structures is discussed. All students are encouraged to pursue individually, or as a member of a group, original social research.

**SOC 271. The Black Family.** 3 hr.; 3 cr. Prereq.: SOC 101 or permission of the instructor. Sociological theories regarding the black family. Topics include changes in the family, relations with public and social institutions, the nature of male/female relationships, the present state of the extended family, and the black family as an agent in the social development of children.

**SOC 272. Blacks in American Society.** 3 hr.; 3 cr. Prereq.: SOC 101 or permission of the instructor. Topics include rural-urban migration, blacks in the urban setting, position of blacks in the changing structure of the American economy, the question of the declining significance of race, and the relations among native and immigrant blacks.

**SOC 273. Social Change in Africa.** 3 hr.; 3 cr. Prereq.: SOC 101 or permission of the instructor. Problems and processes of social change in Africa. Theories of social change are evaluated in the context of Africa. Topics include ethnicity, nationalism, rural and traditional social structures, urbanization and urban problems, class relations, state structures, state and civil society, and social development.

**SOC 274. Social Change in Latin America and the Caribbean.** 3 hr.; 3 cr. Prereq.: SOC 101 or permission of the instructor. Problems and processes of social change in Latin America and the Caribbean. Various theories of social change are evaluated in the context of Latin America and the Caribbean. Topics include ethnic and race relations, migration (internal and external), state structures, state and civil society, interstate relations, and problems of social development.

**SOC 275. Sociology of Asian Americans.** 3 hr.; 3 cr. Prereq.: SOC 101. This course takes a sociological approach to Asian Americans in general and six major Asian ethnic groups in particular. Topics include the history of Asian immigration, historical cases of discrimination against Asian Americans, settlement patterns, occupational and economic adjustment, community organization and ethnicity, intergroup relations, and marriage and family life.

**SOC 277. Sociology of Gambling.** 3 hr.; 3 cr. Prereq.: SOC 101. This course approaches gambling as a social construction, as a thriving business, as an interpersonal and familial problem, and as a public policy issue. Issues include legalization, management and industry control, problem and compulsive gambling, the meaning of and generational perception of gambling, and the future of gambling.

**SOC 278. Social Geography of Contemporary Cultures.** 3 hr.; 3 cr. Prereq.: SOC 101. The course reexamines the relationship of geography and social life, focusing on the ways place and space matter both in everyday cultural practices and in contemporary political issues, such as environmentalism, homelessness, and migration. Special attention is paid to globalization and new technologies for the way these are changing work, leisure, family, identity, and embodiment. New social spaces will be treated such as those created within urban/suburban multicultures, mass media, and cybercultures.

## SOCIOLOGY

**SOC 279. Globalization: Social and Geographic Perspectives.** 3 hr.; 3 cr. Prereq.: SOC 101. The components, causes, consequences, and implications of the process of globalization; structural, social, and cultural aspects of globalization; emergent patterns, historical context, and social geography of international inequality, poverty, social change, development, and regional integration; political, social movement, and policy responses; international cooperation and the role of the nonprofit sector.

**SOC 289. Sociology of Death and Dying.** 3 hr.; 3 cr. Prereq.: SOC 101. This course focuses on attitudes toward death, funeral practices in various cultures, the cultural components of mourning, and the social organization of death and dying in bureaucratic settings such as the hospital and nursing home.

**SOC 306. Social Statistics II.** 3 hr.; 3 cr. Prereq.: SOC 205 or PSYCH 107 or ECON 249 or equivalent. Additional and more advanced statistical methods applied to the analysis of sociological data: multiple and partial correlation, analysis of variance, etc.

**SOC 325. Fieldwork.** SOC 325.1, 3 hr.; 1 cr., SOC 325.2, 6 hr.; 2 cr., SOC 325.3, 9 hr.; 3 cr. Prereq.: SOC 101. Each student will serve as an intern in a public or private agency and complete an individual research project under the direction of the instructor.

**SOC 331. Foundations of Sociological Theory.** 6 hr. lec/lab hr.; 4 cr. Prereq.: SOC 101. Problems in sociological theory with special emphasis on contemporary approaches and general processes of theory construction.

**SOC 332. Sociology of Knowledge.** 3 hr.; 3 cr. Prereq.: SOC 101. Concerns the relationship between ideas and the social structure. Theories proposed by Marxists, phenomenologists, and functionalists to explain the relationship are examined.

**SOC 333. Applied Programming for Research.** 3 hr.; 3 cr. Prereq.: SOC 205 or equivalent, or permission of the instructor. Introduction to statistical programs and programming languages to assist with conducting research; data gathering, processing, analysis, interpretation and report writing.

**DATA 334. Applied Research.** 3 hr. lec, 3 hr. lab or fieldwork; 4 cr. Prereq.: SOC/DATA 205 and 212. Not open to students who have taken SOC 334. A study of various methods of social research, which emphasizes the hands-on experience of conducting research, with a focus on data collection and analysis.

**SOC 348. Orthodox Jews in America.** 3 hr.; 3 cr. Prereq.: SOC 101; SOC 241 is recommended. This course sociologically examines the contemporary condition of American orthodoxy. Particular emphasis is placed on the persistence of traditional Judaism in modern America and the social tensions this engenders. Comparisons between orthodox and other Jewish sects will be made, as well as between other traditional faiths.

**SOC 351. Social Ecology: Field Study of a City.** 3 hr.; 3 cr. Prereq.: SOC 101. This course, each time using a particular city itself as a field setting, will enable students, under the supervision of the instructor, to examine the social ecology of neighborhoods, community life, urban development, and change on site. Lectures and tours through various sections of the city will focus on continuity and change, revitalization and change.

**SOC 353. Ethnography.** 3 hr.; 3 cr. Prereq.: SOC 101. Strategies of sociological field research and techniques of observation, documentation and analysis of groups, cultures, and communities.

**SOC 355. Practicum in Academic Advisement of the Sociology Major.** 1 hr. plus conf.; 1 cr. Prereq.: A minimum of three courses in sociology at Queens College, junior standing, and STPER 200 (Introduction to Counseling and Advisement). This course, which is open to sociology majors only, may be taken concurrently with STPER 300 (Practicum in Counseling and Advisement) or as a third-semester peer advisor. Students will be required to spend two hours a week interviewing students at the Sociology Department, participate in various projects (e.g., developing a tutoring service, obtaining career and graduate training information) for 1 to 2 hours per week, and attend semi-monthly meetings with a department supervisor, which will involve discussions of interview techniques, role playing, and recent developments in sociology. Course may be taken twice for credit.

**SOC 381, 381W; 382. Senior Seminars.** 3 hr.; 3 cr. Prereq.: Advanced standing in sociology. Topics to be announced. (No student is permitted to enroll in more than one seminar per semester.) May be repeated for credit provided the topic is different.

**SOC 391, 392. Special Problems.** 3 hr.; 3 cr., 2 hr.; 2 cr., 1 hr.; 1 cr. Prereq.: Open to seniors of advanced standing (approx. A average in the department) majoring in sociology who receive permission of the department to register. The student undertakes an individual research problem and pursues it under the direction of a member of the department. May be repeated for credit provided the topic is different.

## Special Programs (SEEK)

*Director:* Norka Blackman-Richards

*Assistant Director for Academic Support Services:*  
Gary Aguayo

*Assistant Director for SEEK Recruitment & Enrollment:*  
Walter Dogan

*SEEK Computer Lab Coordinator:* Michael Robinson

*Administrative Coordinator:* Gina Looby

*SEEK Learning Center:* Tara Boodoo

*SEEK Writing Center:* Elizabeth Arestyl

*Department Office:* Delany Hall 128, 718-997-3100

*Counselors:* Donelle Bailey, Maryanne Chester,  
Margarita Eguizabal, Shonelle George, Rajvir Kaur,  
Gaslin Osias, Jessica Perez, Allyson Regis

Born out of the civil rights movement, the Percy E. Sutton SEEK (Search for Education, Elevation, and Knowledge) Program was signed into law in 1964 as Education Law § 6452: a legislative mandate for higher-education opportunity programs to be established at each of the senior colleges within the City University of New York. The SEEK Program at Queens College started in 1966 and is housed in historic Delany Hall. It provides access to students with great potential, but who face educational, economic, and personal barriers during high school. All entering freshmen must meet income-eligibility requirements and also successfully complete a Pre-Freshman Summer Program in order to be fully accepted in the program.

From admission to graduation, the SEEK Program at Queens College provides a holistic model that helps its students achieve academic success by providing financial assistance, counseling, and academic and career support along with leadership and personal development. Several faculty members from departments throughout the college are assigned to the program, offering small-group sections with attached

supplemental instruction for English 110, 162W, and 130, Political Science 101, Urban Studies 101, History 104, Philosophy 104 and 106, Sociology 101, Library 100, Math 115, 122, 141 and 142, and Drama 1 and 100.

More information is available in the SEEK Freshman Handbook, available from the office of the director of the SEEK Program.

### Program Awards

The *Samuel Clemens Floyd III Scholarship* is offered to a graduating senior who has excelled in his or her major, given outstanding service to the SEEK Program, and is applying for an advanced degree in English or a related field. The *Phyllis Althea McCoy Annual Award* is presented to a QC SEEK pre-law student who has been accepted for admission to an accredited law school. The *Michael Spruill Award* and the *Percy E. Sutton Award* are given to a graduating Queens College SEEK student for his or her service to the SEEK Program. The Frank Franklin Leadership Award is given to a graduating Queens College SEEK student who is an advocate and supporter of the program's mission and history.

### COURSE

**SEEK 195. Student Life Workshop.** 1 hr. plus required individual counseling session and 2 hr. library laboratories; 1 cr. *P/NC*. The purpose of the Student Life Workshop is to provide incoming students with an orientation to SEEK and Queens College requirements and procedures; the program assists students with compliance. Course requirements will include reading and writing assignments designed to reinforce participation in other SEEK required courses in the Fall and Spring semesters.

## Student Personnel

*Vice President for Student Affairs and Chair:*  
Adam Rockman

*Department Office:* Frese 102, 718-997-5500

*Associate Professor:* Simpson; *Assistant Professor:* Moore; *Lecturers:* Modeste, Whitted; *Vice President for Student Affairs Staff:* HEO Associates Hickey, Jarvis, Pierce-Anyan, Proctor, Urevich; *HEO Assistants:* O'Connell, E., O'Connell, P.; *HEA:* Belmonte, Girod, Soni; *Assistant to HEO:* Uri; *Staff Nurse Health & Wellness Advisor:* Shen; *Special Services Counselor:* Reischer-Formato; *Child Development Center Teachers:* Muga, Sinclair; *Administrative Staff:* Leighton

The Student Personnel Department is concerned with all students and their campus life. Counseling Services, Peer Support Services, Minority Student Affairs, Office of Student Life, Office of Career Development and Internships, Health Service Center, Child Development Center, Office of Special Services for Disabled Students, International Students and Scholars, Student Union, and Upward Bound are under the jurisdiction of the Vice President for Student Affairs.

The activities and services of the department and other units are described in the section of this *Bulletin* entitled *Student Life*.

### Department Awards

The department presents the **Student Activities Award**, to a student who has made an unusual and outstanding contribution in the area of student activities at the college; and the **Student Affairs Award**, presented annually for academic achievement and contribution of services to the student body.

### **The Minor in Student Services and Counseling**

The minor is designed for those students who are interested in pursuing graduate work or employment in the area of counseling, psychology, counselor education, teaching, communications, and social work. The emphasis in many of the courses is to develop communication, listening, and counseling and advisement skills in an environment that provides, in most cases, for small classes and hands-on experience.

Only a limited number of students can be admitted to the program each semester since we must work within existing faculty resources while maintaining our commitment to small class size. Entrance is competitive and selective; students must be in good academic standing with a GPA of 2.5 or above and lower sophomores to apply, and will be selected based on an application and a two-part screening process. The final decision will be made by the screening team and the coordinator of the program.

See the box on this page for the specific requirements for the minor.

### **COURSES**

**Note:** Students interested in broadening their background in the concepts presented in the following courses and in pursuing graduate studies in student personnel work are advised to take courses in related areas of psychology and the social sciences.

### **Screening**

Admission to student personnel courses is by permission of the director. Prior to acceptance into the required Peer Program courses in counseling and advisement, all students are required to go through a two-part screening process. Applicants are screened and selected by experienced peer counselors and the administrator of the Peer Counseling Program. Applications are available in the Counseling Center on the first floor of Frese Hall and in the Peer Support Services office located in the Student Union, Room LL37.

### **STPER 200. Introduction to Counseling and Advisement.**

3 lec., 1 practicum hr.; 3 cr. Prereq.: Upper sophomore standing and/or permission of the instructor. Screening interviews will take place during the semester preceding enrollment. This course combines counseling and advisement theory and practice aimed at giving an understanding of interpersonal interactions, communication skills development, decision making and problem solving, and interviewing and counseling techniques. It is designed to train students who have been specially screened and selected in the skills necessary to advise other students regarding academic concerns. Fall, Spring

### **STPER 201. Fundamentals of Leadership: Yourself, Your Organizations and Your Communities.**

3 hr.; 3 cr. Prereq.: ENGL 110. Introduction to a broad range of leadership topics from self-development and understanding self, to group behavior, organizational design, ethics, and teamwork. The course will focus on increasing students' knowledge and understanding of leadership design and theory, as well as prepare students to become effective leaders. No previous leadership experience/knowledge is required.

### **STPER 300. Practicum in Counseling and Advisement.**

2 lec., 4 practicum hr.; 3 cr. Prereq.: STPER 200, and permission of the instructor. This course includes individual and group supervision in a practicum setting. Emphasis will be placed on further exploration of theoretical and practical issues in the advisement and counseling process, along with continued development in interviewing skills and techniques. Four hours a week of advising students plus participation throughout the academic year, including advisement days and freshman registration periods, are required. Fall, Spring

†Offered either Fall or Spring.

††May be offered.

### **REQUIREMENTS FOR THE MINOR IN STUDENT SERVICES & COUNSELING**

(Minor code 93)

#### **Required (6 credits)**

STPER 200 and 300

#### **Electives (9 credits)**

To be chosen from among the following (all courses are 3 credits except where noted):

AMST 220; ANTH 203, 222; FNES 147, 248; MEDST 103, 259; PSYCH 232, 338, 355 (1 credit), 356 (1 credit); SOC 214, 216, 220, 222; STPER 201, 302; URBST 113

### **STPER 302. Advanced Practicum in Counseling and Advisement.**

2 lec., 4 practicum hr.; 3 cr. Prereq.: STPER 300, and permission of the instructor. Continued supervision in a practicum setting. The experiences are parallel to those in STPER 300. Students will initiate and complete individual projects in the area of counseling and advising (theory, training, or research). There will be an opportunity to integrate counseling and advising skills previously acquired with supervisory and training functions. Participation and service throughout the academic year, including advisement days and freshman registration periods, are required. Collaboration with other departments when needed. Fall, Spring

# Urban Studies

Chair: Tarry Hum

Department Office: Powdermaker 250,  
718-997-5130; Fax: 718-997-5133

Professors: Baron, Davis, Hum, Maskovsky, Muraskin, Sardell; Associate Professors: Checker, Hanlon, Ioannides, Khandelwal, ; Assistant Professors: Baker, Lee, Vena; Distinguished Lecturer: Vacca; Lecturer: Larson; Department Secretary: Chan; Distinguished Professor Emeritus: Steinberg; Professors Emeritus: Lawson, Rodberg, Seley

Major Offered: Urban Studies (State Education Code 26463); Environmental Studies (State Education 21980)

Urban studies offers students a critical understanding of cities and how they work. Students learn how to do urban-related research, work with community-based advocacy and planning organizations, and write policy briefs and planning reports. The undergraduate curriculum stresses courses focused on diversity, poverty, sustainability, immigration, mobility, diasporas, segregation, environmental change, underemployment, gentrification, homelessness, urban and community planning, health services, and urban politics; the application of critical theory to the formulation and evaluation of urban policies and planning practices; and a service learning program built upon ongoing, mutually beneficial relationships between students, faculty, and community organization partners.

## Departmental Awards

The department awards the *Herbert Bienstock Award* to a graduating student in the Urban Studies BA or Urban Affairs MA program who has completed an outstanding research project; the *Paul Davidoff Award*, to a graduating major for outstanding public and community service; the *Matthew Edel Award*, to a graduating major for overall academic excellence; the *Martin Eisenberg*

*Award*, to a graduating major for outstanding leadership and activism on an urban or labor issue; the *Hagedorn Award for First Generation College Students*, a competitive award for undergraduates who are among the first generation in their families to attend college in the United States; and the *Marcia Bayne-Smith Award* for a graduating MA student who has completed outstanding scholarship on Afro-Caribbean and/or African American women and their communities.

## THE MAJOR AND THE MINORS

See the box on the next page for the specific requirements for the major and the minors.

## THE MINOR IN URBAN PLANNING

The minor in Urban Planning is designed for students who want to better understand how cities function, how urban environments are shaped by planning, policy, and social activism, and how to conduct research on urban infrastructure and processes. The Urban Planning minor is ideal for students who seek to pursue careers in urban planning, community and tenant organizing, housing and economic development, the civil service and government, and nonprofit organizations. Students majoring in all disciplines within the college are encouraged to enter the minor in Urban Planning. The minor consists of four required courses (URBST 101: Urban Poverty and Affluence, 241: Introduction to Urban Planning, 260: Planning and Politics, and 263: Introduction to GIS) and two additional elective courses.

## THE MINOR IN CITIES AND SOCIAL MEDICINE

The minor in Cities and Social Medicine is designed for students who want to better understand how social, economic, environmental, and political aspects of city life shape individual and collective health and illness. It is ideal for students pursuing careers in medicine, dentistry, health services, public health, and the media. Students majoring in all disciplines within the college are encouraged to do the minor in Cities and Social

Medicine. The minor consists of three required courses (URBST 101: Urban Poverty and Affluence, URBST 132: The U.S. Health System and Urban Studies, and URBST 231: Cities and Social Medicine) and three additional elective courses, chosen from the following courses:

URBST 103	Urban Diversity
URBST 202	Race, Ethnicity and Immigration
URBST 232	Health Policy-Making
URBST 235	Urban Epidemics: TB to AIDs
URBST 238	Women and Health
URBST 252	The Changing Urban Environment
URBST 265	Special Topics (with prior approval)
ANTHRO 225	Medical Anthropology
SOC 227	Sociology of Medicine
SOC 229	The Sociology of Health and Illness

## THE MAJOR IN ENVIRONMENTAL STUDIES

See the box on the next page for specific requirements for the major and minor. Students are expected to meet with the environmental studies advisor each semester.

## COURSES

Courses are noted for special considerations such as semesters<sup>†</sup> or variable scheduling.<sup>††</sup>

**URBST 14. Urban Aesthetics.** 3 hr.; 3 cr. The city as an aesthetic environment and its effects on aspects of urban life.<sup>††</sup>

**URBST 101. Urban Issues: Poverty and Affluence.** 3 hr.; 3 cr. Introduction to the field of urban studies investigating why cities are places of economic and political opportunity for some and of deprivation, discrimination, violence, and impoverishment for others. Exploration of different theories of urban poverty and inequality and examination of the impact of immigration, racial segregation, suburbanization, public policies, and

## URBAN STUDIES

### REQUIREMENTS FOR THE MAJOR IN URBAN STUDIES (MAJOR CODE URBST-BA)

#### Required (36 credits)

URBST 101 (or 2434), 105, 200 (or BASS 1211, or equivalent), URBST 221, 330; either URBST 370 or 371; 18 credits of courses in urban studies that will be arranged with, and approved by, an advisor.

### REQUIREMENTS FOR THE MINOR IN URBAN STUDIES (MINOR CODE URBST-MIN)

#### Required (18 credits)

URBST 101 (or 2434), 200 (or BASS 1211, or equivalent), either URBST 105, 221, or 330, and at least three additional courses in urban studies. At least three courses must be at the 200 or 300 level.

### REQUIREMENTS FOR THE MINOR IN URBAN PLANNING

#### Required (18 credits)

There are four required courses and two electives. The required courses are URBST 101, 241, 260, and 263. Electives may be chosen from HIST 285, 348; PSCI 209, 211; and URBST 200, 202, 206, 207, 224, 245W, 254, 256, 370, 371.

social movements on U.S. cities and their inhabitants. Special attention is paid to the existence of inequalities based on race, class, gender, and sexuality, and analyzing proposals to reduce these inequalities. (USED) Fall, Spring

**URBST 102. Making the City Work: Delivery of Public Services.** 3 hr.; 3 cr. Survey of urban public programs. Analysis of selected examples (taken from health, transport, housing, education, welfare, protective, and other services). Comparison of analytical approaches to the analysis of institutions. Role of private, voluntary, and labor organizations in service delivery. Fall, Spring

### REQUIREMENTS FOR THE MAJOR IN ENVIRONMENTAL STUDIES (MAJOR CODE ENSTD-BA)

#### Required (34 credits)

Major credits consist of four required courses: two are natural sciences and two are social sciences (13 credits); one capstone course (3 credits), and six elective courses *from the approved list*: at least two *must be* from the natural sciences and at least two *must be* from the social sciences (18 credits).

### REQUIREMENTS FOR THE MINOR IN ENVIRONMENTAL STUDIES (ENSTD-MIN)

#### Required (19 credits)

Minor coursework includes three required courses (10 credits) and three elective courses (9 credits). The required courses are the same as for majors except for URBST 372, which *can* count as an elective. Elective courses may be any mix of courses from the *approved* natural and social science elective list. ENSCI majors must replace ENSCI 100 and ENSCI 112 with ENSCI electives.

### ENVIRONMENTAL STUDIES COURSES

**Required:** URBST 252, URBST 372, ENSCI 100, ENSCI 112

**Capstone courses:** ENSCI 373 or URBST 373

**Elective courses (this list may be expanded; check with advisor for details):**

*Social Science/Humanities electives* (2–4 courses): ANTH 270, ANTH 302, ECON 228, 228W, ECON 208, ENGL 327,\* 327W,\* MEDST 270,\* PHIL 125, PSCI 287, PSCI 289, URBST 206, URBST 207, URBST 235, URBST 236, URBST 241, URBST 253, URBST 254, URBST 258, URBST 265W, URBST 373

*Natural Sciences electives* (2–4 courses): BIOL 106, GEOL 101, ENSCI 200, ENSCI 383\* (permission of ENSCI advisor required), GEOL 383\* (permission of ENSCI advisor required)

\*Only certain sections count toward the Environmental Studies major. Check semester-specific course lists or ask advisors for details.

### URBST 103. Urban Diversity.

 3 hr.; 3 cr.

An introduction to the study of urban diversity in the United States. It explores the different forms of identity, community, and cultural belonging that dot the urban landscape, and analyzes the historical, social, political, and economic forces that shape the everyday lives of diverse urban populations. The course also analyzes debates over migration, assimilation, pluralism, multiculturalism, and cosmopolitanism and introduces students to urban studies' multidisciplinary approaches for the study of diversity and inequality. (USED)

### URBST 105. Urban Politics.

 3 hr.; 3 cr.

Examination of the governance of US cities, especially New York City, exploring the historical development of governmental structures, political parties, machine politics, and reform movements in US cities. Theories of power in the urban setting and the role of advocacy groups, ethnic organizations, business, labor, and other interest and activist groups will be discussed. (USED)

**URBST 106. Cultural and Historical Development of Cities.** 3 hr.; 3 cr. The anthropological and historical analysis of the development of cities throughout the world and over the past five millennia. The course will present various theories of the emergence of different types of cities.†

**URBST 107. Immigrant Communities in Queens.** 3 hr.; 3 cr. New York City's status as a global city reflects, in part, its diverse and dynamic population. This course will focus on immigrant community formations in the borough of Queens, where racial and ethnic diversity is unparalleled. Students will examine the changing demographics and intercultural relations that mark multicultural Queens. They will see how these communities are addressing issues ranging from economic struggles to the formation of new socio-cultural identities to new forms of civic and political participation. This course provides an opportunity for students to analyze their individual identity in

## URBAN STUDIES

the context of the cultural diversity of Queens and to perceive their own community within an increasingly globalized world. (SS, US, USED)

**URBST 108. New York City Politics.** 3 hr.; 3 cr. A historical view of the development of New York City governmental and non-governmental institutions involved in policy-making, such as the development of Democratic and Republican parties, the impact of immigrant and ethnic groups on city politics, reform movements, and changes in NYC governmental structure over time. It will discuss the relation of policy making in New York City to New York State and federal decision making. It will analyze the roles and relative political resources of official actors such as the Mayor, the City Council and other citywide elected officials and of non-governmental political actors such as unions, corporations, business associations, civic and neighborhood associations, etc., in the policy-making process. The role of ethnicity, immigrant status, gender and sexual orientation in terms of access to political resources and influence in policy-making will be discussed. The instructor will use a series of historical and contemporary policy case studies as illustrations. The course may include invited speakers involved in the policy-making process who can discuss some of the case studies used in the course.

**URBST 113, 113W. Urban Subcultures and Lifestyles.** 3 hr.; 3 cr. The study of different subcultural lifestyles found in the modern city including those based on economic position, ethnic background, age, and social or sexual preference. Also studied are the effects of different urban conditions on individual lifestyles; attitudes toward life in the city, suburbia, and the country; images of city life.

**URBST 114. Sex and the City.** 3 hr.; 3 cr. What does sex have to do with urban life? Cities have long been sites for the pursuit of self-discovery and sexual freedom and the creation and growth of robust sexual subcultures and communities. This course explores fundamental concepts in the study of sexuality and

urban space, the impact of culture and regulation on urban sexual subcultures, and controversies around new forms of sexuality and sex that are emergent in urban life today.

**URBST 117./EECE 104. Introduction to Urban Education.** 3 hr.; 3 cr. This course is designed primarily for non-education majors. The focus is on the structure and history of education in the United States, especially the urban areas. It will explore questions involved in such areas as desegregation, financing, socioeconomic class, multicultural populations, and teaching as a profession.

**URBST 120. Writing in Urban Studies.** 3 hr. lec.; 3 cr. Prereq.: ENGL 110. URBST 120 fulfills the College Writing 2 requirement and builds on the work of ENGL 110 (College Writing 1), in order to teach the conventions of writing in the discipline of urban studies with special attention to issues of evidence and authority. Students practice analyzing sources and constructing analyses and arguments in clear, formal academic prose. They complete the course by writing a research paper on a topic in the area of urban studies. (EC2)

**URBST 131. Urban Health Issues.** 3 rec. hr., fieldwork; 4 cr. A review of health problems affecting the urban population. Emphasis on overpopulation, pollution, housing, and accidents.

**URBST 132. Health Services and Policy.** 3 hr.; 3 cr. An introduction to the structure and functions of institutions that provide personal and public health service. The course analyzes public policy issues, including educational licensing and the financing and regulation of health-care services.

**URBST 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing

tutorial. The combination of a regular course and an urban studies writing tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**URBST 135W. Urban Studies Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and an urban studies writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**URBST 151. Neighborhoods in the City and Suburbs.** 3 hr.; 3 cr. Analysis of the structural and functional properties of neighborhoods and their relation to the larger city and to urban problems.†

**URBST 200. Methods in Urban Research.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. Introduction to the range of methodological approaches used in urban-related research. These include macroscopic analysis, demography, survey research, historical research, institutional analysis, participant observation, community studies, policy analysis, and evaluation research. Emphasis is placed on the development of critical skills at reading, interpreting, and analyzing social science research, whether this research is encountered in textbooks and lectures, in professional journals, or in the popular media. (Not open to students who have taken SOC 212 and 334. For urban studies majors and minors who have taken these two courses, the requirement of URBST 200 will be waived.)

**URBST 201. Computer Methods for Urban Policy Analysis.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. This course introduces the student to a variety of methods for performing urban policy analysis



## URBAN STUDIES

using microcomputers, including the use of spreadsheets, database systems, graphics programs, mapping systems, and statistical packages. Students will be introduced to essential file management functions and will learn to use these computer-based tools to analyze, interpret, and display demographic, economic, and geographic data. Students will carry out and present projects using their own data or data provided by the instructor.

### **URBST 202. Race, Ethnicity, and Immigration.**

3 hr.; 3 cr. This course combines historical and sociological approaches in a survey of the racial and ethnic minorities in the United States, tracing their disparate origins and trajectories to the present. Differences between African Americans, with their roots in slavery, and immigrant minorities are emphasized. The course also examines recent trends in immigration, including patterns of incorporation into American society and enduring transnational links to countries of origin.

### **URBST 203. Case Studies of Race and Ethnicity in Urban America.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. Each semester a different racial or ethnic minority will be selected for intensive study, with emphasis on how its community and culture have changed through time. Students will be encouraged to participate in field research within the racial or ethnic community under examination. May be repeated once if topic varies.

### **URBST 204. Women in the City.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, history, political science, sociology, or urban studies. This course studies the special influence of the urban environment on the lives of women. Topics include differences in women's roles between urban and rural societies; "women's work" in urban societies; the effects of urban habitation and the physical environment (the "built" environment) on women; women as consumers and providers of municipal services.

### **URBST 205, 205W. Urban Cultural Diversity.**

3 hr.; 3 cr. Exploration of the rich and diverse subcultures and communities that dot the urban landscape. In recent years new patterns of cultural belonging and new forms of identity have displaced earlier forms of community organization and neighborhood life. This course traces the emergence of urban subcultures from "Hippies to HipHop." It will expose students to a number of studies by professional ethnographers and prepare them to undertake an original field study on a topic of their choice.

### **URBST 206. Global Cities.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. As the world becomes more interconnected, it is also becoming more urbanized. This course explores the global flows of ideas, culture, people, goods, and capital, focusing on how these flows have affected cities across the globe, and on the disparities between cities in the Global North and Global South and within each area.

### **URBST 207. Development of the American City.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. This course emphasizes the changing structure and function of American cities from their early history to the present day. Emphasis will be placed on the changing economic, political, and social impact of cities on the United States as a whole, and on major public service problems with which cities have had to deal. The various models for administration of housing, employment, transportation, public health, education, and crime will be studied in historical context, with the special goal of finding relevant messages for contemporary public administration and urban planning.

### **URBST 210. Urban Social Movements.**

3 hr.; 3 cr. Prereq.: 6 credits in urban studies, anthropology, history, political science, or sociology. This course analyzes movements for change in urban policies and institutions, especially mobilizations by groups without ready access to power through normal political channels.

### **URBST 211, 211W. Protest Movements in Film.**

3 hr.; 3 cr. Examination of the dynamics of urban-centered protest movements in the U.S., such as the labor movement, the African-American, feminist, gay and lesbian civil rights movements, the anti-Vietnam war, and pro-life and pro-choice movements through a combination of reading books about such movements and watching film footage featuring the activities of movements.

### **URBST 212. Religion and Politics in Urban Society.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, religious studies, sociology, or urban studies. This course considers examples of both left-leaning and right-leaning religiously motivated political action, abroad and in New York City. Guest speakers whose political actions are rooted in their religious communities and faith will present their views in class.

### **URBST 214. Urban Religious Movements.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, religious studies, sociology, or urban studies. Most new religious movements today are centered in urban areas, and these are the cutting edge of the segment of the population that is becoming more religious while many of the long-established religious groups are experiencing loss in seminarians and in attendance. This course examines the dynamics of these religious movements and their impact on urban society.

### **URBST 216. Immigration in Metropolitan New York.**

3 hr.; 3 cr. Examination of the social, political, economic, and environmental factors affecting the successive waves of migration to New York from the 1800s to the present. Students will analyze the development and role of ethnic and immigrant organizations during the early migrations and through the changes in contemporary migrant flows. The course introduces theories of immigration and models of assimilation/acclimation and analyzes these processes for several of the newer immigrant groups (Asian, Latino, Afro-Latinos, Indo-Caribbean and others) as

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compared to several of the older groups (Irish, Jewish, Italian). Finally, the course assists students in conducting immigrant enclave analysis for some of the major groups that have recently settled in the area.

**URBST 217. Introduction to Social Work.** 3 hr.; 3 cr. The values, knowledge, and skills of the social work profession, focusing on the historical and contemporary roles and relationships of the social work profession to community problems, fields of practice, vulnerable populations, and social welfare history and policy.

**URBST 220, 220W. VT: Studies of Selected Urban Service Institutions.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. Analysis in depth of a public or private institution or system of institutions providing services to urban residents. Different institutions will be analyzed each semester. (May be repeated for credit provided the institution studied is different.)

**URBST 221W. Making Public Policy.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. Analysis of policymaking in the U.S. using a variety of frameworks. The roles of public and private participants in the policy process, the historical development of national political institutions, and the ways in which the structures of policymaking institutions and cultural values influence that process, will be discussed. Case studies will be used to illustrate the policy process in such areas as health, education, housing, taxes, and employment. A major objective is to provide students with the knowledge and skills to participate actively in the policymaking process.

**URBST 222. Introduction to Urban Housing.** 3 hr.; 3 cr. Exploration of the situation of renters and owners in urban areas. How does the housing market affect how neighborhoods change? What is government doing to assure that all residents have decent safe housing? What housing options and programs are available in the city? How do they differ from those in

the rest of the country? What role do public housing, rent regulation, mortgage finance, and other public and private programs play in the development of housing in the city?

**URBST 223. Introduction to Public Administration.** 3 hr.; 3 cr. An introduction to the field of public administration, from the philosophical, historical, and legal underpinnings of government activities to the structure and function of present-day federal, state, and local government programs and agencies. This course provides a base for the study of specialized areas within public administration including policy analysis, human resource management, and the legal foundations of public administration at the federal, state, and local levels.

**URBST 224. The Changing Neighborhoods of Queens.** 3 hr.; 3 cr. From a few agricultural villages chartered in seventeenth-century New Netherlands, Queens has evolved into a complex urban system. This class will explore the historical and continuing development of the neighborhoods of Queens. Classroom instruction focusing on key concepts will be illustrated and enlarged with guided walks through key Queens neighborhoods.

**URBST 225. Urban Criminal Justice System.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. This course will deal with the modern criminal justice system as it has developed through time in cities. Special attention will be given to the urban problems that led to the creation and evolution of the professional police, criminal courts, and penal institutions. Emphasis will be placed upon the specifically urban influences (demographic, geographic, political, economic, and social) that originally shaped and continue to mold the criminal justice system.

**URBST 226. Drugs and Criminal Justice.** 3 hr.; 3 cr. Analysis of how the U.S. criminal justice system has affected the use of drugs and treatment for drug

abuse, and examination of how the federal, state, and local police organizations plan, implement, and coordinate policies and procedures for combating the use of illegal drugs, in particular on the “War on Drugs.” The New York State Penal Laws (Rockefeller Drug) will be discussed in depth.

**URBST 227. Law and Urban Society.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. This course examines the role of law in relation to a variety of urban issues. It begins with an overview of legal processes within the American constitutional system. It then proceeds to address the relationship of law to issues of welfare, housing, racial discrimination, education, and urban crime.

**URBST 228. Domestic Violence and Criminal Justice.** 3 hr.; 3 cr. The operation of the criminal justice system in situations of domestic and family violence. Theories dealing with the sources of domestic violence will be reviewed. The focus will be on the operation of those parts of the criminal justice system having principal responsibility for arresting, prosecuting, and adjudicating domestic and family violence cases—the police, prosecution, and courts. The role and effectiveness of contemporary public programs and community remedies for domestic violence will also be analyzed.

**URBST 229. Employment and Labor Law.** 3 hr.; 3 cr. Examination of primary (case) and secondary (commentary) materials on the legislative, administrative, and contextual aspects of U.S. employment and labor law, including as they pertain to collective bargaining and union organization. The course will be divided into three parts: 1) U.S. law, employment, and labor relations (including the institutional and sociological aspects of law, a review of the constitutional and common law basis for employment and labor law, and a survey of the history and current status of employment and labor law); 2) the legislative, judicial, and administrative aspects of employment and labor law, including issues concerning jurisdiction, procedure, and interpretation of contracts; 3)



current problems in employment and labor law, with an emphasis on practical applications.

**URBST 230. Environmental and Public Health Policy and Practice.** 3 hr.; 3 cr. Introduction to public health from a population health perspective, examining the programs and practices needed to keep people healthy. Students will learn how public health practitioners and researchers work to understand the causes of health and disease. They will also learn some of the tools for investigating and promoting health. Students will learn about the major tools of public health such as epidemiology, exposure assessment, and how to develop community-based public health prevention programs. Students will gain a deeper understanding of how to interpret health information they read about or see in the media. Though the course will broadly cover the

major issues and approaches to public health, our focus will be on urban environments such as New York City.

**URBST 231. Cities and Social Medicine.** 3 hr.; 3 cr. Analyzes the ways in which “health” and “illness” are unequally distributed by class, nationality, ethnicity, gender, and sexuality, and explores how these differences are shaped by economic, social, environmental and political factors. The course also discusses the policies, programs and social movements that work to reduce these differences and to improve the health of urban residents.

**URBST 232. Health Policy-Making.** 3 hr.; 3 cr. An examination of the process of health policy-making at the city, state, and federal levels of government, from agenda-building through policy formulation, adoption, implementation, and evaluation of health policies. The nature of the

relationships among executives, legislators, bureaucrats, judges, and other participants will be analyzed.

**URBST 233. AIDS and Public Policy.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, health education, history, political science, sociology, or urban studies. This interdisciplinary course addresses the medical, epidemiological, and psychosocial issues surrounding the AIDS epidemic. It places the epidemic within a social, political, and policy context, examining the impact of the AIDS epidemic upon the U.S. urban setting, including a specific analysis of the medical, public health, legal, and housing institutions.

**URBST 234. Advocacy, Politics, and Disease.** 3 hr.; 3 cr. The politics of emergent diseases, the controversies and conflicts among various social groups—communities of sufferers, “disease champions,” medical specialists, and their disciplinary organizations, biomedical researchers and their institutions, politicians and political institutions at the local, state, and federal levels, and governmental bureaucracies—and their impact on whether or not an emergent disease is recognized as a legitimate ailment, and if it is, what level of priority or neglect it deserves in the allotment of scarce financial and bio/scientific resources. The course emphasizes diseases found disproportionately in urban populations, but not to the exclusion of diseases found scattered in the general population.

**URBST 235. Urban Epidemics: TB to AIDS.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, health education, history, political science, sociology, or urban studies. This course will deal with infectious diseases in American cities over time. Severe epidemics of contagious disease are a creation of civilization, requiring as they do the large population that crowded cities provide. The course will deal with a number of devastating diseases (among them tuberculosis, cholera, syphilis, hepatitis, polio, and AIDS) and their effect on city life. The social construction of disease and the changing cultural meanings of different diseases will be dealt with.

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**URBST 236. Emerging Diseases in the City.** 3 hr.; 3 cr. Prereq.: 6 credits in the social sciences. This course will examine the threat posed to America's population by the emergence of new or recently discovered infectious diseases. It will explore the causes of their recent appearance and the necessary public policy changes that could prevent their spread to urban populations.

**URBST 237. Social Welfare Policy.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. This course examines our government's efforts to address social-economic problems relating to poverty. After an historical overview of the development of welfare programs in this country, the course focuses on measures taken to combat poverty in the contemporary context. Issues such as the relation of welfare to work, teen pregnancy, single-parent households, and immigration are addressed. While the course primarily emphasizes basic income maintenance, it provides a survey of the network of social welfare policies and programs that have been developed in recent years.

**URBST 238. Women and Health.** 3 hr.; 3 cr. Examination of the broad range of health issues confronting women. The focus of this course is on how health status of women is influenced by gender, race, and class. Careful attention is paid to political and economic factors influencing the health of women in our society and to the impact of health policy and social policy on health status. Models of care including the Western medical model as well as some of the new and emerging models are explored, as well as the latest thinking on specific health issues women face including reproductive health, mental health, peri- to post-menopause, sexually transmitted diseases, and aging.

**URBST 239, 239W. Urban Labor and Labor Movements.** 3 hr.; 3 cr. Introduction to the nature of work and work organization in contemporary urban settings. Topics include the social organization of work, changes in the composition of the work force,

the impact of technology on work and workers, and the organization of workers through labor unions and other forms of worker organization. The evolution of work and worker organization from the beginning of industrialization through the shift to a service-oriented economy will be the central focus of the course.

**URBST 240. Labor Unions and Industrial Relations.** 3 hr.; 3 cr. Examination of labor-management relations in the contemporary U.S., considering both the internal dynamics of management, and the structure, governance, and goals of labor unions. Particular emphasis will be given to comparing and contrasting labor relations in unionized and non-unionized workplaces and in different sectors of the economy (manufacturing, services, and government). Topics to be covered include the development of management's industrial relations policies, the impact of the changing international economy on labor, the dynamics of collective bargaining, decision-making processes within unions, and problems of union democracy.

**URBST 241. Introduction to Urban Planning.** 3 hr.; 3 cr. Prereq.: URBST 101. A broad introduction to urban planning theories, practices, actors, and issues. This course reviews the historical development of modern city planning and introduces the administrative and legal context in which planning takes place and the multiple players that engage in city planning, as well as the theories that shape different types of planning practice. As an introductory course, this class provides an overview of key planning issues including land use and zoning, comprehensive planning, affordable housing, community and neighborhood planning, transportation planning, economic development, and environmental sustainability.

**URBST 242. Landlord-Tenant Politics in New York.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. Dynamics of the landlord-tenant relationship and its

political impact. The evolution of this relationship since the mid-nineteenth century is considered, with special attention to issues such as rent regulations, conversions, gentrification, abandonment, and homelessness.

**URBST 243. Public Management.** 3 hr.; 3 cr. The study of management in local and state government and the nonprofit sector, definition of the unique characteristics of public management, and understanding of what government and nonprofit managers actually do. Development of skills that are essential to effective public management, relying heavily on the case method approach, which is intended to simulate the world of actual managers and the processes of management decision-making. (US)

**URBST 244. Human Resource Management.** 3 hr.; 3 cr. Examination of personnel management, including the legal issues associated with the day-to-day employment-related decisions and actions of managers. The human resources function is divided into major areas of personnel, labor relations, equal employment opportunity, and discipline. Students will discuss topics associated with problems that most typically arise in the workplace. The framework for studying the topics will be reading federal, state, and local laws, along with reviewing the government policies and court decisions.

**URBST 245, 245W. The Urban Economy.** 3 hr.; 3 cr. An examination of trends in economic growth and related consequences for employment conditions and patterns of inequality in the dynamic industry sectors that comprise an urban economy. Topics include both emergent sectors based on immigrant entrepreneurship and declining sectors such as industrial manufacturing. Focusing on New York City, the course examines the economic restructurings of this current period of globalization and how these changes create opportunities for immigrants as well as hardships for native-born minorities. Strategies for urban economic development, along with local development organizations and advocates supporting them, will be reviewed.

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**URBST 246. Human Resources and Law.** 3 hr.; 3 cr. An introduction to the principles of employment law, the principal theories, policies, and literature concerning federal and state regulations in the private and public sectors, in the context of problems that typically arise in the workplace. Issues, statutes, and case law examined include employment discrimination, New York State employment law, sexual orientation, the Fair Labor Standards Act, the Americans with Disabilities Act, and the Family and Medical Leave Act. This course will also address issues such as termination-at-will, negligent hiring and retention, wrongful discharge, privacy, and the drug-free workplace.

**URBST 247. Race, Ethnicity, and Public Policy.** 3 hr.; 3 cr. Examination of public policy issues involving race and ethnicity in the United States. Assessment of persistent racial disparities in the aftermath of the civil rights revolution and of such anti-racist policies as affirmative action, school desegregation, and racial districting. Analysis of ethnicity, rival conceptions of what it means to be an American, and policy debates regarding immigration, bilingualism, and multicultural education.

**URBST 248. Organizational Behavior and Urban Politics.** 3 hr.; 3 cr. An introduction to the theory of the operation and behavior of public, private, and nonprofit organizations. Students will be introduced to the works of theorists such as Woodrow Wilson, Max Weber, Frederick Taylor, Chester Barnard, Robert Merton, Abraham Maslow, Douglas MacGregor, Frederick Moshier, Robert Dahl, and Charles Lindblom. Students will examine selected aspects of organizational operation including organizational decision-making, organizational culture, motivation and politics. The course will study human behavior in organizations at the individual and group level, including the effect of organizational structure on employees' performance. Issues such as diversity in the workplace, ethics, and social responsibility will be analyzed and specific problems discussed in detail. Case analyses are drawn from city and state agencies and contemporary political issues.

**URBST 249. Gimme Shelter: Housing and Homelessness in Metropolitan Areas.** 3 hr.; 3 cr. Explores the situation of renters, owners, and others seeking shelter in urbanizing areas. How does the housing market affect urban, suburban and neighborhood change? What is government doing to assure that all residents have decent and safe housing? What housing options and programs are available in cities, suburbs, and in ex-urban areas? What role do public housing, rent regulation, programs for the homeless, mortgage finance, and other public and private programs play in the development of housing?

**URBST 250. Changing Geography of New York City.** 3 hr.; 3 cr. A survey of significant past and contemporary urban issues and their relationship to New York City's ever-changing geography. The aim of this course is to analyze the ongoing interaction of the social, economic, and political forces that shape the city's built environment and social dynamics

**URBST 252. The Changing Urban Environment.** 3 hr.; 3 cr. The course integrates urban theory—how we imagine and understand the city—with the contemporary practice of urban environmental design, planning, policy-making, and activism. We examine, through a series of case studies, how the modern city functions as an ecosystem, a network of infrastructure and technology, and a forum for democratic participation. Finally, we explore how these inquiries inform the issue of climate change and policy-oriented efforts to mitigate its negative effects.

**URBST 253. How Urban Planning Really Works.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies, including URBST 241 (or permission of the instructor). Major conflicts in the planning of cities and suburbs, and the social, economic, and political forces which create these conflicts. Issues of land use, group homes, transportation, business development, hazardous wastes, nuclear power, and community development. Preparation

of a research project resulting in a professional-quality report. Basics of preparing such reports, including data collection and analysis, research, and presentation.

**URBST 254, 254W. Urban Transportation.** 3 hr.; 3 cr. An overview of urban transportation in the United States. Including the historic relationship between transportation innovations and urban development. Topics include the evolution of federal transportation policy; the impact of the interstate highway system on U.S. metropolitan areas; the decline and revival of mass transit in U.S. cities; policies for combating traffic congestion; metropolitan sprawl and air pollution; the impact of current transportation policies on women, the elderly, and the poor; and recent efforts to encourage the development of pedestrian-friendly cities.

**URBST 255. Ethnic Community Politics in the US: The Case of Greek-Americans.** 3 hr.; 3 cr. The role of ethnic communities in the American political process with a focus on the Greek-American community. The main objective of the course is to enable students to understand and analyze the political behavior of the Greek-American community within the broader framework of American political dynamics, social and cultural changes, and the emergence of the multicultural mosaic paradigm. The socio-cultural characteristics of this community will be examined as they evolved since the early 1900s along with its main institutions. The politicization of the community will be analyzed within the broader context of ethnic politics in America and with emphasis on the 1974 Cyprus crisis that became the catalyst for the formation of the "Greek lobby."

**URBST 256. Land-Use Planning.** 3 hr.; 3 cr. All cities exercise some form of control over the use of the land within their borders. As a scarce resource, it is considered a proper function of government to exercise zoning and other authority over the types of uses to which specific parcels of land are put. This course examines the ways in which New York City

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has historically exercised the zoning authority and has created a variety of institutions to intervene in the zoning process. It examines the role of real estate interests, the general public, and the city government agencies charged with planning functions.

**URBST 257. Public Budgeting.** 3 hr.; 3 cr. The economic, political, and legislative components of public finance, with emphasis on the New York City budget. Knowledge and skills necessary to understand and participate in the budget process. Principles of taxation, revenue, expenditures, debt, balanced budgets, and the economic and political aspects of budget-making.

**URBST 260. Planning and Politics.** 3 hr.; 3 cr. Land-use planning in New York City is governed by a number of regulatory programs including zoning, environmental regulations, and the NYC building code. However, in New York City, as in many other cities, powerful economic and political forces really determine how land is developed. Community and special interest groups confront politicians and developers in determining what eventually gets built. This course looks at all of these factors, focusing in particular on current planning controversies.

**URBST 261. Urban Job Markets.** 3 hr.; 3 cr. Prereq.: Any 6 credits in accounting, economics, history, political science, sociology, or urban studies. Changing job structures and labor force patterns and trends are considered in relation to employment and unemployment, education, discrimination, government programs, labor unions, business policy, and economic and social change. Human resource development and policy are studied in the urban setting.

**URBST 262. Public Sector Bargaining.** 3 hr.; 3 cr. Prereq.: URBST 101. This course will examine the unique roles of public sector unions at the federal, state, and local levels. The growth and development of government unions will be studied. What the private sector can learn from the success of collective bargaining

in the public sector will be considered. Compensation, dispute resolution, arbitration, and public sector labor legislation are among the topics to be covered.

**URBST 263. Introduction to Geographic Information Systems (GIS).** 3 hr.; 3 cr. Introduction to the fundamental concepts and technologies of geographic information systems (GIS). The course will focus on providing basic and essential GIS functions and applications with a particular focus on applying GIS to different issues facing urban areas. We will primarily use ArcGIS software, but the course will also introduce students to open-source GIS software such as QGIS and GeoDa. The course is designed to teach a mix of practical skills and fundamental concepts that students should understand if they intend to use GIS in their work. The first half of the course focuses on basic GIS skills, while the second half focuses on using GIS for analysis. No previous knowledge of GIS is required.

**URBST 265, 265W. Special Topics in Urban Studies.** 3 hr.; 3 cr. Selected topics in urban studies. A lecture course at the intermediate level. (May be repeated for credit provided the topic is different.)

**URBST 266. Special Topics in Environmental Studies.** 3 hr.; 3 cr. This course will cover selected topics in the area of environmental studies at the intermediate level. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**URBST 273/LABST 273. Labor and Globalization.** 3 hr.; 3 cr. Examination of the social, political, and economic effects of the expansion of global capitalism, with an emphasis on the impact on workers in the United States, and New York City in particular. The course surveys the phenomenon of “globalization” from several critical angles—as a central aspect of the historic development of capitalism, as a recent development of an old process, as a new frontier in social studies, and as a force for the betterment and/or detriment of the world. It explores theories of economic development and trade

and examines those from a variety of differing perspectives. What is the relationship between corporate globalization and economic growth, employment, poverty, and democracy? We examine the impacts on workers and unions and consider models of organizing in the current context, including global unions, cross-border solidarity campaigns, anti-sweatshop work, corporate social responsibility, and worker protest. Finally, we consider some of the models of political economy that are posed as alternatives to corporate globalization.

**URBST 307. Organizing the Public.** 3 hr.; 3 cr. This course combines fieldwork in projects sponsored by the New York Public Interest Research Group (NYPIRG) with lectures and workshops on skills related to citizen organizing. The history of student activism and its relationship to urban problems will also be discussed. Seven hours of fieldwork per week are required, with weekly fieldnotes, and a final report which draws on fieldwork, reading, and class discussions.

**URBST 310, 310W. Community Organization and Advocacy.** 3 hr.; 3 cr. Analysis of the structure and organization of urban communities and the ways in which they mobilize community resources to solve social and economic problems.

**URBST 311. Urban Precarity.** 3 hr.; 3 cr. Rising precarity (i.e., social vulnerability and insecurity in people’s everyday lives) in an urban context. We will examine how people experience precarity across class, race, gender, geography, nationality and citizen status, sexuality, and age. We will explore the ways that different social movements have addressed such vulnerability and insecurity and the potential for political solidarity in contemporary society.

**URBST 320, 320W. VT: Special Problems.** 3 hr.; 3 cr. Prereq.: Junior standing and permission of the department. Selected issues in urban studies, with individual work done by the student. (May be repeated for credit provided the topic is different.)



**URBST 321. Perspectives on the Labor Movement.** 3 hr.; 3 cr. Examination of the theories of industrial relations systems; the philosophy and political perspectives of labor unions; and the current discussion concerning the state and future of the labor movement. Issues examined will include the meaning of work, its changing nature, and the consequent implications for industrial relations and the trade unions.

**URBST 326. Cities and Diasporas.** 3 hr.; 3 cr. Examination of the historical and contemporary movement of peoples and their relationships to cities and city building. The course introduces students to the key debates in diasporic studies and the study of transnationalism and cosmopolitanism. Material will be drawn from metropolitan New York as well as from diasporic communities in other times and places.

**URBST 327. Globalization and Urban Poverty.** 3 hr.; 3 cr. Explores the massive expansion of impoverished, underserved, and extralegal “slum” areas in the cities of the global South. Examines the emergence of these areas in the context of the broad socioeconomic forces of globalization, urbanization, uneven development, and rising inequality. The course considers conflicting views on the nature and significance of these developments and evaluates various proposals for addressing the social injustices and threats to human health and well-being that these trends have produced.

**URBST 328. Nonprofit Management.** 3 hr.; 3 cr. An introduction to the management and operation of nonprofit organizations. Nonprofit organizations have a long and respected history in the delivery of services to the communities of New York City and State. This course reviews their history and evolution to their current status and importance for the millions of constituents that depend on their existence. We focus on the different types of nonprofit organizations, from those whose mission is to deliver services to seniors, adults, and children, to entities that are primarily advocates for specific services and constituencies, to watchdog groups whose oversight and expertise influence public policy. We review their mission statements, corporate infrastructure, budgeting, governance, community outreach, advocacy, the dangers of noncompliance with laws and regulations, and the role they play in the development of public policy.

**URBST 330, 330W. Contemporary Urban Theory.** 3 hr.; 3 cr. Exploration of the principal theoretical perspectives, paradigms, and schools of thought that can help our understanding of such urban phenomena as gentrification, urban poverty, urban activism, neighborhood development, segregation, city politics, suburbanization, economic restructuring, and urban planning. Urban theory encompasses many interdisciplinary points of view, and we will explore the work of geographers, sociologists, economists,

historians, political scientists, and anthropologists. The goal of this course is to understand not only how cities have changed in recent decades, but also the theoretical basis for describing these changes. Students will learn to appreciate the importance of theory for making sense of the social world around us and will learn how to think theoretically, a skill that they can bring to bear in their future analyses of urban issues.

**URBST 340W. The Greek-American Community in New York.** 3 hr.; 3 cr. Political, social, economic, educational, and cultural attributes of the Greek-American community in the New York area, especially in Queens, which includes Astoria, the largest “Greek Town” in America. The combination of lectures, research to be carried out by students including the development of a questionnaire, and writing of a term paper will enable them to have a good understanding of the Greek community and of the changing dynamics of the Greek community in Queens.

**URBST 357. Non-profit Program Development.** 3 hr.; 3 cr. Non-profit organizations play a vital role in the development, delivery, and assessment of public policies and services. This course will examine how non-profit organizations develop and deliver their programs and advocacy agendas to serve their communities. The focus will be on strategic planning, designing and creating service programs, and identifying the program’s intended beneficiaries. It will review program evaluation including the creation of indicators needed to monitor a program’s success and opportunities for improvement. It will also focus on communication and program marketing, emphasizing community and public awareness of programs and making them accessible.

**URBST 358. Climate Change and Public Policy.** 3 hr.; 3 cr. Examination of the science, politics, and economics of global climate change and its likely impact on humankind’s use of energy. Data showing

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the past and likely future of global warming will be examined, including alternative interpretations and the controversy surrounding these data. The future of energy production and consumption will be studied. Issues related to climate change including population growth, urbanization, transportation, energy consumption and energy alternatives will be discussed. The role of public policy, including urban policy, and of the environmental movement will be examined. Videos, Internet sources, and guest speakers will be brought into the course to provide the most up-to-date information. Students will examine and report on particular topics raised in the course.

### **URBST 360. Urban Research Workshop.**

3 hr.; 3 cr. Prereq.: URBST 200, junior standing, and permission of the department. An exploration of several methodological approaches to social research in the urban area. Group research projects utilizing these techniques to explore an urban problem in depth. (May be taken twice if the project is different.)

### **URBST 360W. Writing-Intensive Urban Research Workshop.**

Hr. to be arranged; 3 cr. Prereq.: URBST 200, junior standing, and permission of the department. Exploration of several methodological approaches to social research in the urban area. Group research projects utilizing these techniques to explore an urban problem in depth. Includes preparation of one or more papers totaling at least 15 pages. Students will receive comments and suggestions on the preparation of their paper and on their writing as it progresses. May not be repeated.

### **URBST 370. Service Learning Practicum.**

1 hr. plus 70 hr. placement; 3 cr. Prereq.: Permission of the department. Students are placed with community partner agencies and participate in an on-campus seminar that meets at least biweekly. The combination of community service and in-class learning builds academic and professional skills and helps students connect their academic studies to their community service experiences.

### **URBST 371, 371W. VT: Service Learning**

**Project.** 3–6 hr.; 3 cr. Prereq.: URBST 200, junior standing, and permission of the department. An exploration of several methodological approaches to social research in the urban area. Group research projects utilizing a combination of field research, community service, and in-class learning to build academic and professional skills and help students connect their academic studies to field and community experience. (May be taken twice if the project is different.)

### **URBST 372. Fieldwork in Environmental**

**Studies.** 1–7 hr. fieldwork; 3 cr. Prereq.: Permission of the department. This course is designed to give the student practical experience in environmental studies and may take a variety of forms, such as development and execution of a research project requiring collection of data in the field, or practical experience under special supervision in a public or non-profit institution carrying out environmental activities. Students will be assigned appropriate required reading. (May be repeated once for credit provided the project is different.)

### **URBST 373. Special Problems in Environmental**

**Studies.** 3 hr.; 3 cr. A seminar-type course at the advanced level. Open to environmental studies and environmental science majors. Research into an actual environmental policy or management problem through interactive, self-directed investigations by student teams. Oral and written presentations will be required. (May be repeated for credit provided the project is different.)

### **URBST 375. Fieldwork in Urban Studies.**

375.3 for 7 hr./wk., 3 cr.; 375.6 for 14 hr./wk., 6 cr.; 375.9 for 20 hr./wk., 9 cr.; 375.12 for 30 hr./wk., 12 cr. Prereq.: Permission of the department. Practical experience in urban studies which may take a variety of forms, including development and execution of a research project requiring collection of data in the field, or practical experience in an urban institution under special supervision. Up to six fieldwork credits may be applied

to the Urban Studies major, but they cannot substitute for the required URBST 370 or 371 for the major.

### **URBST 383. VT: Special Topics in**

**Environmental Studies.** 3 hrs. lec.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

### **URBST 390. Tutorial.**

Hr. to be arranged; 1–3 cr. per semester. Prereq.: One course in urban studies at the 200 or 300 level, junior standing, and permission of the department. Further specialization and advanced work involving directed readings and research on a topic chosen by the student and his/her faculty sponsor. Includes regular conferences with the sponsor and preparation of a paper. (A student may receive credit for no more than two tutorials in urban studies and may take only one tutorial in a semester.)

### **URBST 390W. Writing-Intensive Tutorial.**

Hr. to be arranged; 3 cr. Prereq.: One course in urban studies at the 200 or 300 level, junior standing, and permission of the department. Further specialization and advanced work involving directed readings and research on a topic chosen by the student and his/her faculty sponsor. Includes regular conferences with the sponsor and preparation of one or more papers totaling at least 15 pages. Students will receive comments and suggestions on the preparation of their paper and on their writing as it progresses. (A student may receive credit for no more than two tutorials in urban studies and may take only one tutorial in a semester.)



# Women and Gender Studies

Director: JV Fuqua

Office: Klapper 319, 718-997-2978

Major Offered: Women and Gender Studies (State Education Code 91059)

Queens College offers an interdisciplinary major and minor in women and gender studies. The curriculum is designed to provide students with a solid foundation in the issues and methodologies appropriate for the study of women and gender. Students will examine women's experiences in historical and cultural perspective, and explore the ways in which gender intersects with class, sexuality, race, ethnicity, religion, and nation. The program offers a wide range of courses taught by more than 30 faculty members across the disciplines. The major consists of core requirements (12 credits), distribution requirements (a minimum of 9 credits), and elective requirements (at least 15 credits).

## Department Awards

Each Fall a *Women and Gender Studies Scholarship* is awarded to a sophomore or lower junior majoring in Women and Gender Studies. The *Virginia Frese Palmer Award* is offered each Spring to the graduating Women and Gender Studies major with the highest average.

## THE MAJOR AND MINOR

See the box on the next page for the specific requirements for the major and minor.

## COURSES

**WGS 101, 101W. Introduction to Women and Gender Studies.** 3 hr.; 3 cr. Exploration of the core concepts underlying the interdisciplinary field of women and gender studies, introducing the ways in which the

study of women and sex/gender as social categories transforms our understanding of culture, history, and society. Topics include the social construction of gender, the gender division of labor, production and reproduction, constructions of masculinity and femininity, nonbinary identities, intersections of gender, race, class, and ethnicity, and the varieties of sexual identities, expressions, and orientations. (USED)

### **WGS 104. Introduction to LGBTQ Studies.**

3 hr.; 3 cr. Prereq.: ENGL 110. Students will explore the field of lesbian, gay, bisexual, transgender, and queer (LGBTQ) studies. Students will learn to use the norms of LGBTQ studies as a tool for understanding U.S. history, power formations, culture, and artistic productions.

### **WGS 201W. Theories of Feminism.** 3 hr.; 3 cr.

The main theories used in women and gender studies today will be analyzed from a historical perspective and with respect to the combined effects of gender, race, and class on the status of women in contemporary society. The course will include the study of the problems inherent in establishing full social equality for women.

**WGS 204. Queer Theories.** 3 hr.; 3 cr. A study of the core texts and key debates that have shaped queer theory, considering the work in feminism, critical race studies, gay and lesbian studies, and poststructuralism out of which queer theory developed; emphasizing how queer theory provides a broad framework that designates non-normative modes of knowledge, cultural practices, and political activism; and examining the ways in which queer theory has recently been challenged to move in new directions. Students will encounter the classics of queer theory and also other, more recent thinkers who were inspired by these earlier works. Students will examine how, for instance, Judith Butler's ideas about gender performativity have been reshaped by recent transgender and intersectional theorists.

**WGS 210. Selected Topics in Women and Gender Studies.** 3 hr.; 3 cr. Topics to be announced. May be taken more than once if the topic is different.

### **WGS 250. Global Feminisms.** 3 hr.; 3 cr.

Prereq.: ENGL 110. Exploration of global issues in contemporary feminism from Western and non-Western perspectives, focusing on questions involving religion, ethnicity, sexuality, class, and race. Looking at women and gender from a variety of perspectives, countries, and cultures, we will cover a variety of topics, including religious fundamentalism; reproductive freedom; sex work and trafficking; politics; lesbian, gay, and transgender rights; and violence against women.

### **WGS 310. Research Seminar in Women and Gender Studies.** 2 hr. plus conf.; 3 cr. Prereq.:

Permission of the instructor or director. A seminar stressing original student research on pre-announced topics. May be taken more than once if the topic is different.

### **WGS 320. Fieldwork in Women and Gender Studies.** 1 hr. rec./wk., 90 hr. fieldwork per semester; 3 cr. Prereq.:

Permission of the instructor or the director. Students are assigned to work with host organizations such as women's political organizations, battered women's shelters, welfare rights groups. Students prepare a formal document based on their experiences and readings.

### **WGS 390W. Tutorial in Women and Gender Studies.** WGS 390.1–390.3, 1–3 hr.; 1–3 cr. Prereq.:

Permission of the director of Women and Gender Studies and director of Interdisciplinary and Special Studies. Students undertake and complete an individual research project under the supervision of a member of the Women and Gender Studies faculty.

## WOMEN AND GENDER STUDIES

### REQUIREMENTS FOR THE MAJOR IN WOMEN AND GENDER STUDIES (MAJOR CODE WGS-BA)

The major consists of 36 credits.

#### Core requirements (four courses, 12 credits)

WGS 101/101W, 201W, 310, and 320.

#### Distribution Requirements (minimum 9 credits)

Students must take at least one course from each of the three areas listed below. One of these courses must concern questions of race or ethnicity. When WGS 210 is offered, the director will specify which distribution requirement it satisfies. Distribution courses include:

#### Women, Gender, and Scientific Inquiry

ANTH 203	Human Sexuality
BIOL 106	General Bio.: Life-forms and Ecosystems
FNES 163	General Nutrition
PSYCH 353	Psychology of Sex Roles
PSYCH 354	Sexual Behavior

#### Women, Gender, and Cultural Traditions

AFST 234/	
AFST 234W	Black Women Writers
ANTH 222	Sex, Gender, and Culture
CMLIT 229/	
CMLIT 229W	Women in Modern World Literature
EAST 255W	<i>The Tale of Genji</i> and Early Japanese Women's Writings
ENGL 325	Topics in Gender and Sexualities
ENGL 326	Women Writers and Literary Tradition
FNES 147	Family Relations
FNES 151	The Family and Consumer Studies
MEDST 320/	
MEDST 320W	Gender, Sexuality, and Media
PHIL 150	Philosophy and Feminism

#### Women, Gender, and Society

ECON 219W	Economics of Class, Race, and Sex
ECON 230/	
ECON 230W	Women's Issues in Economics
HIST 270	Women in the United States, Colonial–1880
HIST 271/	
HIST 271W	Women in the United States, 1880–Present
HIST 308	Women, Sex and Gender in Modern Europe
LALS 208	The Puerto Rican and the Latin American Woman

PSCI 285	Race, Class, Gender, and Law
PSCI 381W	Seminar in American Politics
SOC 243	Sex and Gender in Comparative Perspective
SOC 244	Sociology of Women
SOC 245	Women and Work
SOC 246	The Sociology of Human Sexuality
SOC 271	The Black Family
URBST 114	Sex and the City
URBST 228	Domestic Violence and Criminal Justice

The following courses may deal with topics concerning women and gender, and may satisfy distribution requirements. Consult the director before registering for them.

CMLIT 225	Literature and Anthropology
PHIL 120	Contemporary Issues in Philosophical Perspective
PSCI 381	Seminar in American Politics
SOC 240	Selected Topics in Sociology
ENGL 396	Studies in Language, Literature, and Culture
ECON 383	Seminar in Selected Studies in Economics
GRKST 201	Colloquium on the Greek-American Community

#### Electives (at least 15 credits)

Students may choose from the courses below and those above if they have not already been used to satisfy distribution requirements. In addition, the WGS website lists courses that will be offered the following semester, from which students can choose courses to fulfill their distribution and elective requirements. For courses with varying topics, consult the director.

AMST 220	Gender, Race, Ethnicity, and Class
SOC 214	The Family
WGS 104	Introduction to LGBTQ Studies
WGS 210	Selected Topics
WGS 390	Tutorial in Women and Gender Studies
WGS 204	Queer Theories

### REQUIREMENTS FOR THE MINOR IN WOMEN AND GENDER STUDIES (MINOR CODE WGS-MIN)

#### Required (21 credits)

The core (12 credits) and the distribution requirements (9 credits). Students must have prior approval of the director in order to include courses with varying titles among the distribution requirements.

### REQUIREMENTS FOR THE MINOR IN LGBTQ STUDIES

#### Required (9 credits)

WGS 104, 204, 201W

#### Electives (9 credits)

Electives must be taken from the following list and include (1) at least one course that is not WGS and (2) at least one course that satisfies a global requirement (noted below with a superscript G). These may be the same course. Other courses may be approved with permission of the director of the Program in Women and Gender Studies.

**ANTH 203**, 222<sup>G</sup>; **ENGL 305**, 325, 329, 383; **HIST 293**, 298<sup>G</sup>, **308**, 335G; **MEDST 320W**; **PSCI 102**; **PSYCH 353**, 354; **SOC 243<sup>G</sup>**, **246**; **SPAN 45<sup>G</sup>**, **356<sup>G</sup>**, **379<sup>G</sup>**; **URBST 114<sup>G</sup>**, **238**; **WGS 210** (will be offered with LGBTQ theme on a regular basis), 104, 204, **250<sup>G</sup>**, 320 (with permission of WGS program director), **390W**.

# Courses in Reserve

Courses are taken out of a department's general listing and placed "in reserve" if they have not been offered at the college for at least five years. They may be offered in the future if a department determines there is a need for the course.

## ACADEMIC SKILLS

ACSKL 26.03. ESL Reading Development.  
ACSKL 50. The Learning Process

## ACCOUNTING

ACCT 381. Seminar in Advanced Financial Accounting Theory.  
ACCT 383. Seminar in Law and Taxation.

## ACE

ACE 3W. Studies in Literature.  
ACE 9. The Physical Sciences.

## AFRICANA STUDIES

AFST 203. The Black Church in America.

## ART STUDIO

ARTS 181. Modeling from Life.  
ARTS 251. Graphic Representation I.  
ARTS 252. Graphic Representation II.  
ARTS 261. Watercolor I.  
ARTS 262. Watercolor II.  
ARTS 263. Two-Dimensional Design II.  
ARTS 280. Procedures in Sculpture.  
ARTS 291. Calligraphy I.  
ARTS 292. Calligraphy II.  
ARTS 296. Advertising Design.  
ARTS 297. Applied Design.  
ARTS 298. Calligraphy III.  
ARTS 354. Calligraphy SP.  
ARTS 364. Film-Making.  
ARTS 366. Watercolor Painting.  
ARTS 382. Sculpture in Metal.  
ARTS 383. Sculpture in Wood.  
ARTS 384. Constructed Sculpture.

## BIOLOGY

BIOL 12. Field Ecology of New York.  
BIOL 22. Introduction to Human Physiology.  
BIOL 30. Ecology and Mankind.  
BIOL 31. The Plant World.  
BIOL 50. Issues in Biomedical Ethics.  
BIOL 51. Sociobiology.  
BIOL 211. Fungi.  
BIOL 225. Vertebrate Natural History.  
BIOL 343. Plant Ecology.  
BIOL 354. Evolution.  
BIOL 380.3. Field Biology Studies.

## CHEMISTRY & BIOCHEMISTRY

CHEM 112. Introductory College Chemistry.  
CHEM 115. Introductory College Chemistry.  
CHEM 119. Introductory College Chemistry.

## COMPUTER SCIENCE

CSCI 95. Introduction to Programming.  
CSCI 100. Practicum in Programming.  
CSCI 101. Introduction to Computer Science.  
CSCI 195. Intensive Introduction to Computing.  
CSCI 200. Programming in C and C++.

## DRAFTING

DRAF 3. Computer-Aided Drafting.  
DRAF 4. Descriptive Geometry.

## ECONOMICS

ECON 204. Socialist Economic Thought.  
ECON 209. Economic Structure and Behavior in Africa.  
ECON 229. The Economics of Health and Income Maintenance Programs.  
ECON 325. Economic Dynamics.  
ECON 345. Business Cycles and Stabilization Policy.  
ECON 349. Statistics as Applied to Economics II.  
ECON 380. Seminar in Advanced Macroeconomic Theory.  
ECON 381. Seminar in Advanced Microeconomic Theory.  
ECON 705. Mathematical Economics.  
ECON 726. Introduction to Operations Research.

## ENGLISH

ENGL 360. Southern Literature.  
ENGL 392. Selected English Writers.  
ENGL 393. Selected American Writers.  
ENGL 394. Selected Studies in English Literature.  
ENGL 396. Studies in Language, Literature, and Culture.

## EUROPEAN LANGUAGES & LITERATURES

RLANG 41. Romance Literatures.  
RLANG 42. Modern Romance Literatures.  
RLANG 45. Romance Language Civilization.

## FAMILY, NUTRITION & EXERCISE SCIENCES

FNES 31. Physiological Principles of Physical Conditioning and Weight Control.  
FNES 141. Camping.  
FNES 144. Sport Skill Analysis: Teaching Individual Sports K-12.  
FNES 150. Socio-Historical Aspects of Sport.  
FNES 165. Introduction to Statistical Methods in Physical Education.  
FNES 251. History of American Physical Education.  
FNES 252. Social Perspectives of Sport.  
FNES 262. Curriculum Development and Program Organization in Physical Education.  
FNES 265. Current Issues and Problems in Physical Education.  
FNES 270. Introduction to Outdoor Education.  
FNES 271. Outdoor Education and the Marine Environment.  
FNES 272. Homesteading and Related Technology.  
FNES 273. Outdoor and Conservation Education.  
FNES 335. The Media and the Profession.  
FNES 344. Measurement and Evaluation in Physical Education.  
FNES 381. Special Physical Education.

## GEOGRAPHY

GEOGR 151. Introduction to Geography.  
GEOGR 253. Economic Geography.  
GEOGR 254. Introduction to Regional Science.  
GEOGR 258. Political Geography.  
GEOGR 370. Special Problems in Regional Science.

## **GEOLOGY**

**GEOL 3** The Physical Environment  
**GEOL 6** The Fossil Record  
**GEOL 10.** Rocks, Minerals, and Gems.  
**GEOL 11** Survey of Atmospheric Sciences  
**GEOL 51.** Energy: Sources and Alternatives.  
**GEOL 52.** Water: The Ultimate Resource.  
**GEOL 53.** The Coastal Challenge.  
**GEOL 54.** Symmetry: Framework of the Earth.  
**GEOL 55** Physical Environment of Long Island  
**GEOL 57.** Precious Metals and Metallic Minerals.  
**GEOL 58.** Gems and Nonmetallic Minerals.  
**GEOL 100.** Introduction to Geology.  
**GEOL 110.** Physical Geography.  
**GEOL 231W.** Elements of Mineralogy.  
**GEOL 232.** Mineralogy and Optical Mineralogy.  
**GEOL 233.** Principles of Stratigraphy.  
**GEOL 234.** Structural Geology.  
**GEOL 237** Origins and Uses of Earth Materials  
**GEOL 248.** Geomorphology.  
**GEOL 332.** Optical Mineralogy and Petrography.  
**GEOL 336.** Igneous and Metamorphic Petrology.  
**GEOL 337.** Sedimentary Petrology.  
**GEOL 350.** Sedimentation.  
**GEOL 351.** Introduction to Geochemistry.  
**GEOL 352.** Economic Geology.  
**GEOL 353.** Stratigraphy.  
**GEOL 354.** A Survey of Geophysics.  
**GEOL 355.** Petroleum Geology.  
**GEOL 357.** Principles and Practice of Oceanographic Research.  
**SEES 359.** Introduction to Field Methods.  
**GEOL 360.** Field Geology.  
**GEOL 361.** Introductory Field Geology.  
**GEOL 362.** Advanced Field Geology.  
**GEOL 363.** Oceanographic Field Course.  
**GEOL 366.** Principles and Techniques of X-Ray Mineralogy.  
**GEOL 370.** Environmental Geochemistry.  
**GEOL 375.** Techniques of Environmental Analysis.  
**GEOL 376.** Environmental Assessment: Methods and Exposition.  
**GEOL 377.** Field Methods in Environmental Science.  
**GEOL 380.** Advanced Principles of Geology.  
**GEOL 381.** Seminar.

## **GERMAN**

**GERM 221.** German Phonetics.  
**GERM 257.** German Speculative Writers.  
**GERM 262.** German Literature and Music.  
**GERM 264.** German Literature and the Visual Arts.  
**GERM 266.** German Literature & Religious Thought.  
**GERM 268.** German Literature and Society.  
**GERM 331.** Structure of Modern German.

## **HISTORY**

**HIST 119.** The Spanish Caribbean in the Twentieth Century.  
**HIST 120.** History of Mexico.  
**HIST 226.** England under the Hanoverians.  
**HIST 235.** Central Europe from 1648 to the Unification of Germany.  
**HIST 250.** American Jewish History from 1945 to the Present.  
**HIST 300.** Studies in Medieval History.  
**HIST 304.** Nazi Germany.  
**HIST 339.** Palestinian-Israeli Relations, 1967 to the Present.  
**HIST 360.** History of Medicine.

## **HONORS IN THE HUMANITIES**

**HTH 396.** VT: Honors Project.

## **HONORS IN THE LIBERAL ARTS**

**HNRS 201.** Special Topics.  
**HNRS 222W.** Science Concepts and Consequences.  
**HNRS 300.0.** Honors Senior Seminar I.  
**HNRS 300.I.** Honors Senior Seminar II.  
**HNRS 301.** Honors Senior Thesis I.  
**HNRS 302W.** Honors Senior Thesis II.

## **LINGUISTICS & COMMUNICATION DISORDERS**

**LCD 107.** Phonetics of the English Language.  
**LCD 302.** Linguistic Analysis.  
**LCD 310.** Phonological Theory.  
**LCD 320.** Syntactic Theory.  
**LCD 339.** Seminar in Communication Disorders.

## **MATHEMATICS**

**MATH 135.** Linear Algebra and Geometry I.  
**MATH 217.** Engineering Mathematics.  
**MATH 249.** Extensions of Linear Programming.  
**MATH 338.** Honors Abstract Algebra II.  
**MATH 345.** Theoretical Mechanics I.  
**MATH 346.** Theoretical Mechanics II.

## **MUSIC**

**MUSIC 5.** Music of Black People in Africa and America.  
**MUSIC 8.** Topics in Music.  
**MUSIC 11.** Topical Course in Music Literature.  
**MUSIC 12.** Studies in the Literature of Music.  
**MUSIC 18.** Music and European Traditions.  
**MUSIC 28.** Music in World Culture  
**MUSIC 38.** Music in American Culture.  
**MUSIC 48.** Music in Pre-Industrial Times.  
**MUSIC 58.** Glee Club.  
**MUSIC 59.** Concert Band.  
**MUSIC 61.** Rudiments of Music II.  
**MUSIC 111.** Music of Diverse Genres and Style Periods.  
**MUSIC 150.** Independent Study in Instrument or Voice.  
**MUSIC 204.** The Symphony Up to and Including Beethoven.  
**MUSIC 205.** The Symphony from Schubert to the Present.  
**MUSIC 206.** The Concerto.  
**MUSIC 207.** Chamber Music.  
**MUSIC 208.** The String Quartet in History and Performance.  
**MUSIC 209.** The String Quartets of Beethoven.  
**MUSIC 210.** The Violin: Its History and Literature.  
**MUSIC 211.** Piano Literature of the Romantic Period (1800–1900).  
**MUSIC 213.** The Art Song.  
**MUSIC 214.** Masterpieces of Choral Music.  
**MUSIC 215.** Introduction to Opera.  
**MUSIC 216.** Twentieth-Century Opera.  
**MUSIC 217.** Music of the Middle Ages (ca. 600–1450).  
**MUSIC 218.** Music of the Renaissance (1450–1600).  
**MUSIC 219.** Music of the Baroque (1600–1750).

**MUSIC 220.** Music of the Rococo, Classicism, and Romanticism (1750–1900).  
**MUSIC 221.** Twentieth-Century Music I (1900–1950).  
**MUSIC 222.** Twentieth-Century Music II (1945 to the Present).  
**MUSIC 223.** Electronic Music.  
**MUSIC 225.** Bach.  
**MUSIC 226.** Mozart.  
**MUSIC 227.** Beethoven.  
**MUSIC 228.** The Music Dramas of Richard Wagner.  
**MUSIC 231.** Russian and Soviet Music from Glinka to the Present.  
**MUSIC 232.** Jewish Music.  
**MUSIC 233.** Music in Non-European Cultures.  
**MUSIC 234.** Music of Asia.  
**MUSIC 235.** Latin American Music.  
**MUSIC 236.** Music in American Civilization.  
**MUSIC 237.** American Folk Music: Its History and Literature.  
**MUSIC 238.** The American Musical Theatre.  
**MUSIC 239.** Jazz: Its History and Literature.  
**MUSIC 240.** Jazz History II: The Great Improvisors.  
**MUSIC 241.** Contemporary Popular Music.  
**MUSIC 250.** Independent Study of Japanese Instruments.  
**MUSIC 292.** Improvisation.  
**MUSIC 293.** Arranging.  
**MUSIC 294.** Analysis of Jazz.  
**MUSIC 295.** Jazz Composition.  
**MUSIC 296.** Composing for the Musical Theatre.  
**MUSIC 359.** Queens College Orchestral Society.  
**MUSIC 375.** Musical Techniques of the Twentieth Century (1945 to the Present).  
**MUSIC 379.** Composition II.  
**Studies in Jazz** (see also **MUSIC 291**).  
**MUSIC 390.** Music Bibliography.

## **PHILOSOPHY**

**PHIL 103.** The Uses of Reason.  
**PHIL 108.** Classical and Traditional Logic.  
**PHIL 214.** Philosophy of Man.  
**PHIL 263.** Marx and the Marxists.  
**PHIL 266.** Problems in Logical Theory.

## **PHYSICS**

**PHYS 8.** Energy and Electric Power in the Environment.  
**PHYS 9.** Physical Science for Non-Science Students.  
**PHYS 10.** Introduction to the Physical Sciences.  
**PHYS 11.** Physics and the Visual Arts.  
**PHYS 14.** Conceptual Content of the Physical Sciences.  
**PHYS 116.** General Physics.  
**PHYS 117.** General Physics.  
**PHYS 118.** General Physics.  
**PHYS 213.** Medical Physics.  
**PHYS 238.** Mechanics II.  
**PHYS 366.** Classical Physics Laboratory II.  
**PHYS 621.** Electronics.  
**PHYS 626.** Atomic Physics and Quantum Mechanics.  
**PHYS 657.** Introduction to Astrophysics.  
**PHYS 661, 662.** Computer Simulation of Physical Models.

## **POLITICAL SCIENCE**

**PSCI 227.** Revolution, Politics, and Film.  
**PSCI 237.** Contemporary Africa.  
**PSCI 243.** Contemporary Central America.  
**PSCI 256.** Africa in World Politics.

## **PORTUGUESE**

**PORT 45.** Portuguese Civilization.  
**PORT 205.** Survey of Portuguese and Brazilian Literature I.  
**PORT 206.** Survey of Portuguese and Brazilian Literature II.  
**PORT 223.** Advanced Conversation, Phonetics, and Diction.  
**PORT 224.** Advanced Grammar, Composition, and Translation.  
**PORT 235.** Commercial and Technical Portuguese.  
**PORT 310.** The Civilization of Portugal.  
**PORT 312.** The Civilization of Brazil.  
**PORT 381, 382.** Seminar.

## **PSYCHOLOGY**

**PSYCH 102.** Introduction to Psychology as a Natural Science.  
**PSYCH 103.** Pleasure and Pain  
**PSYCH 208.** Theory and Analysis of Psychological Measurements.  
**PSYCH 222.** Psychology and the Law.  
**PSYCH 229.** Developmental Psychology.  
**PSYCH 252.** Application of Behavior Analysis in Animal Training  
**PSYCH 315.** Mathematical Models in Psychology.  
**PSYCH 316.** Advanced Experimental Psychology: Physiological.  
**PSYCH 318.** Advanced Experimental Psychology: Developmental.  
**PSYCH 333.** Personality Assessment.  
**PSYCH 336.** Humanistic Psychology.  
**PSYCH 340.** Phenomenological Psychology.  
**PSYCH 342.** Comparative Psychology.  
**PSYCH 350.** Behavioral Analysis of Child Development.  
**PSYCH 351.** Human Relations: Small Group Interactions.

## **PUERTO RICAN STUDIES**

**PRST 201.** The Puerto Rican and Hispanic Child in the Urban Setting.

## **RUSSIAN**

**RUSS 10.** Elementary Russian for General Reading Purposes I.  
**RUSS 11.** Elementary Russian for General Reading Purposes II.  
**RUSS 113.** Phonetics and Intonation.  
**RUSS 326.** Structure of Contemporary Russian.  
**RUSS 380.** Dostoevsky.  
**RUSS 381.** Tolstoy.  
**RUSS 382.** Chekhov.  
**RUSS 395, 396.** Special Problems.

## **SCIENCE**

- MNSCI 1.** Introduction to Science I.
- MNSCI 2.** Introduction to Science II.

## **SPANISH**

- SPAN 42.** Spain and the Development of the Modern Novel.
- SPAN 43.** New Narrative in Latin America.
- SPAN 236.** Language Workshop.
- SPAN 237.** Advanced Language for Teachers of Spanish.

## **STUDENT PERSONNEL**

- STPER 301.** Dimensions of Counseling and Psychoanalytic Theory.
- STPER 303.** Practicum in Dimensions of Counseling and Psychoanalytic Theory.

## **URBAN STUDIES**

- URBST 251.** Urban Planning in the American Past.

## **WORLD STUDIES**

- WLDST 305.** Advanced Seminar in World Studies.

## **YIDDISH**

- YIDD 140.** History of the Yiddish Language.
- YIDD 154.** Yiddish Drama.
- YIDD 156.** Jewish Thought and Modern Yiddish Literature.
- YIDD 161.** The Culture of East European Jewry.
- YIDD 162.** Jews in the Soviet Union, 1917 to the Present.
- YIDD 167.** The Development of Yiddish Culture in the United States.
- YIDD 172.** Hasidim and Jewish Mysticism.
- YIDD 174.** The East Side in American Literature in Yiddish and in English.
- YIDD 176.** The Literature of the Holocaust.
- YIDD 203.** Intermediate Yiddish.
- YIDD 204.** Intermediate Yiddish II.
- YIDD 210.** Intermediate Conversational Yiddish.

- YIDD 305.** Advanced Yiddish.
- YIDD 330.** Yiddish Literature from Its Beginnings to Mendele.
- YIDD 331.** Mendele and His Contemporaries.
- YIDD 332.** Peretz, Sholom Aleichem, and Their Contemporaries.
- YIDD 336.** Soviet Yiddish Literature.
- YIDD 340.** American Yiddish Literature, 1880–1915.
- YIDD 341.** American Yiddish Literature, 1915 to the Present.
- YIDD 356.** Yiddish Novel in the Twentieth Century.
- YIDD 357.** Yiddish Poetry in the Twentieth Century.

# City University of New York

**THE CITY UNIVERSITY OF NEW YORK** is the nation's leading urban public university, serving 540,000 students—more than 269,000 degree-credit students and 247,000 in adult, continuing, and professional education—at 24 institutions in New York City. The University includes 11 senior colleges, seven community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies, and the CUNY School of Public Health. It is governed by a Board of Trustees, composed of 15 appointed members, plus the chairs of the University Faculty Senate, who serve *ex officio*. Five members are appointed by the mayor of New York City and ten by the governor of New York State. The governor also appoints the chair and vice chair.

The Chancellor is the University's chief academic and administrative officer and is responsible for executing board policies. The Chancellor is assisted by a Central Office staff and advised by the CUNY Council of Presidents, a University Faculty Senate elected by faculty members from each campus, and a University Student Senate of student representatives designated by the student governments of each college.

## History

City University of New York traces its beginnings to 1847 and a municipal public referendum authorized by the State Legislature to determine if the people of New York City were willing to underwrite the cost of a tuition-free institution of higher education for their children. The Free Academy, created as a consequence of that overwhelmingly affirmative vote, later became City College of New York. In 1870 Hunter College was founded to educate women and became the first free normal school in the country. The State Legislature established a municipal college system in 1926 with the creation of a 21-member New York City Board of Higher Education.

As the demand for higher education grew, other colleges were established within the city's system: Brooklyn College in 1930, Queens College in 1937, New York Community College in 1947, Staten Island Community College in 1955, Bronx Community College in 1957, and Queensborough Community College in 1958. In 1961 the Legislature designated the municipal system as the City University of New York. Rapid expansion and restructuring followed. The Graduate School was organized in 1961 to provide a vehicle for graduate programs that could draw on

the faculties of all CUNY colleges. Other colleges were chartered during the next decade: Borough of Manhattan Community College (1963), Kingsborough Community College (1963), John Jay College of Criminal Justice (1964), Richmond College (1965), York College (1966), Medgar Evers College (1968), Eugenio Maria de Hostos Community College (1968), and Fiorello H. LaGuardia Community College (1968). Bernard M. Baruch College, which had been the School of Business and Public Administration within City College, became a separate senior college in 1968. Lehman College, which had been a branch of Hunter College in the Bronx, became an autonomous senior college the same year.

Richmond College and Staten Island Community College were joined together as a federated institution named the College of Staten Island in 1976. In 1994 Medgar Evers College was designated a senior college in the CUNY system.

The City University of New York School of Law, which is dedicated to training lawyers to practice “Law in the Service of Human Needs,” opened in 1983. It received full accreditation from the American Bar Association in 1992.





# University Policies

## **CONSUMER INFORMATION FOR PROSPECTIVE AND CURRENT STUDENTS**

In addition to the information provided throughout this *Bulletin*, general information for prospective and current students is consolidated and easily accessible at [www.qc.cuny.edu/Pages/HEOACompliance.aspx](http://www.qc.cuny.edu/Pages/HEOACompliance.aspx). This includes the college graduation rate for degree-seeking, full-time students pursuant to the federal Higher Education Opportunity Act. This information is updated annually, and may also be obtained from the Office of Institutional Effectiveness (Kiely Hall 104 and 108, 997-5788).

## **POLICIES CONCERNING DIVERSITY, INCLUSION, AND NON-DISCRIMINATION** **Diversity and Inclusion**

Queens College attracts a diverse student body, and fostering diversity is essential to its mission. The college's commitment to diversity includes encouraging and facilitating the participation of all members of the college community in all phases of college and campus activities. Additional information can be found on the website for the Queens College Office of Compliance & Diversity Programs at [www.qc.cuny.edu/about/administration/affirmativeaction/pages/default.aspx](http://www.qc.cuny.edu/about/administration/affirmativeaction/pages/default.aspx) (or at Kiely Hall 147, 997-5888).

## **Equal Opportunity and Non-Discrimination**

The college has and enforces numerous policies against discrimination and is an Equal Opportunity and Affirmative Action institution. CUNY and Queens College do not discriminate on the basis of race, color,

creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth, and related conditions), marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, any other legally prohibited basis in accordance with federal, state, and city laws with respect to student admissions or access to programs, or in connection with administration or employment. The CUNY Policy on Equal Opportunity and Non-Discrimination addresses claims of discrimination based on the categories identified above. The policy can be found at [www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/](http://www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/).

## **POLICIES CONCERNING SEXUAL MISCONDUCT (INCLUDING SEXUAL HARASSMENT AND SEXUAL ASSAULT)**

In addition to policies prohibiting discrimination, CUNY's policies prohibit sexual misconduct, including sexual harassment and sexual assault, in connection with all university student services and academic programs.

The CUNY Policy on Sexual Misconduct and further information concerning Title IX, which prohibits sex discrimination, sexual harassment, and sexual assault in connection with all university student services and academic programs, and forbids discrimination on the basis of sex in employment and recruitment, consideration, or selection under any education program or activity operated by an institution receiving or benefiting from federal financial assistance, can be found at [www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/](http://www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/).

## **STUDENT COMPLAINT AND ACCOMMODATION PROCEDURES**

CUNY and Queens College provide procedures for student complaints and accommodations, depending on the nature of the concerns and circumstances. Students should review these resources to determine the avenue appropriate for their concern. Students who have a question about the applicable procedure to follow for a particular complaint should consult with the Office of the Vice President for Student Affairs (718-997-5500).

### **General Student Complaints**

In general, student complaints (other than those involving discrimination or harassment or concerning faculty) are heard initially by the Office of the Vice President for Student Affairs. If a student does not want to file a formal complaint or grievance, the vice president or designee will act as an ombudsman or mediator in an effort to resolve the problem and/or get an answer for the student. To file a formal complaint, students should write a detailed complaint and submit it via email to [VPSA@qc.cuny.edu](mailto:VPSA@qc.cuny.edu), or in person to the Office of the Vice President for Student Affairs (Student Union, Room 327). The vice president or other appropriate college official(s) will review the complaint and provide the student with a response, usually within 14 business days. The college official(s) providing a final determination will not be a person (or persons) involved in the alleged problem. Filings of complaints in good faith will not result in adverse action taken against the student for filing the complaint.

### **Student Complaints about Faculty**

CUNY and the college provide procedures for handling student complaints about faculty. The university respects the academic freedom of the faculty and will not interfere with such academic freedom as it relates to the content or style of teaching activities, and also recognizes the necessity of providing a procedure to address complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples of such complaints about faculty include incompetent or inefficient service, neglect of duty, physical or mental incapacity, and conduct unbecoming a member of the staff. The process provided for under this procedure includes informal resolution (contacting the chair of the faculty member to facilitate informal resolution) and/or a formal written complaint filed with the chair of the department, or, if the chair is the subject of the complaint, the academic dean or designee of the college president. In general, the complaint should be filed within 30 calendar days of the alleged conduct. The process for fact-finding, resolution/determination, appeal, and subsequent action is set forth in detail in CUNY's Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings, which can be found at [www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/](http://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/).

### **Student Complaints of Discrimination**

Students who believe they have been aggrieved in violation of CUNY's Policy on Equal Opportunity and Non-Discrimination may file complaints as provided for in that policy (see [www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/](http://www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/)).

The chief diversity officer and director of the Office of Compliance and Diversity Programs (OCDP), is responsible for investigating such claims. Of course, if a student's complaint concerns immediate health and safety, the student should report the conduct to Public Safety (718-997-5912/5911) and/or should call 911.

### **Student Complaints of Sexual Misconduct**

Students who believe they have been aggrieved in violation of CUNY's Policy on Sexual Misconduct may file complaints as provided for in that policy. (See [www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/](http://www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/).)

Members of the college community, including students, who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged sexual harassment to the Office of Compliance & Diversity Programs.

The university's Drug/Alcohol Use Amnesty Policy is intended to encourage victims of or witnesses to sexual harassment or sexual violence while under the influence of drugs or alcohol to report the conduct and seek medical assistance for themselves or others without fear of being disciplined for such drug or alcohol use. (See [www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/](http://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/).)

The director of the Office of Compliance and Diversity Programs (OCDP), is responsible for investigating such claims (718-997-5888). Of course, if a student's complaint concerns immediate health and safety, the student should report the conduct to Public Safety (997-5912/5911) and to the police.

### **Confidentiality**

An individual who speaks to a college or CUNY employee about sexual harassment, gender-based harassment, or sexual violence should be aware that employees fall into three categories:

- (1) "confidential" employees, who have an obligation to maintain a complainant's confidentiality regarding the incident(s);
- (2) "responsible" employees, who are required to report the incident(s) to the Title IX coordinator; and
- (3) all other employees, who are strongly encouraged but not required to report the incident(s).

"Confidential" employees include counselors or other staff members at the college Counseling Center; nurses, nurse practitioners, and other staff members in the college Health & Wellness Center; pastoral counselors

(i.e., counselors who are also religious leaders); and staff members in women's and men's centers.

"Responsible" employees include the Title IX coordinator and staff, Office of Public Safety employees, the vice president for student affairs and all staff housed in that office, residence life staff and resident assistants, the college president, vice presidents, deans, athletic staff including faculty athletics representatives, department chairpersons/executive officers, human resources staff, employees in the University Office of the General Counsel, college attorney/labor designee and staff, international education liaisons, study abroad campus and field directors, faculty members at times when they are leading or supervising students on off-campus trips, faculty and staff advisors to student groups, employees who are managers or supervisors, SEEK/College Discovery staff, college childcare center staff, directors of Educational Opportunity Centers affiliated with CUNY colleges, and faculty or staff academic advisors.

All other employees are permitted but not required to report any possible sexual harassment, gender-based harassment, or sexual violence; however, they are encouraged by CUNY and the college to make such a report.

For more information, see section IX of CUNY's Policy on Sexual Misconduct at [www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/](http://www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/).

### **Accommodations for Students with Disabilities and for Pregnancy and Related Conditions**

The college's Office of Special Services for Students with Disabilities (718-997-5870) is dedicated to providing support services for students with disabilities and pregnancy-related conditions in order to ensure accessibility of academic and other college activities. Such services may include registration assistance, equipment and device loans, reader/writer/attendant care referrals, interpreters, counseling, books on tape, test administration, liaison with counselors, and assistive technology services. To receive such services, students must register with the Office of Special Services and

provide documentation of the disability and requested accommodations. In general, absences due to medical conditions related to pregnancy will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. (Employee requests are addressed by the Office of Human Resources.)

Appeals concerning such accommodations are handled by the Section 504/ADA coordinator and director of the Office of Compliance and Diversity Programs (OCDP) (718-997-5888).

For general CUNY policy on accommodations, see [www2.cuny.edu/about/administration/offices/hr/policies-and-procedures/](http://www2.cuny.edu/about/administration/offices/hr/policies-and-procedures/).

### **Accommodations for Religious Observance**

It is understood that observance of various religious holidays may impact class attendance, participation in examinations, and study or work requirements on particular days. Appropriate arrangements will be made to provide an equivalent opportunity to register for classes or make up any examination, study, or work requirements students may have missed because of such absence.

Students should provide advance notice to their professors of any religious obligations and indicate when such observance and obligations will conflict with class attendance or other college responsibilities. Faculty will reasonably accommodate students' religious obligations, provided that advance notice of these obligations is given by the student. To the extent possible, faculty will refrain from scheduling tests on such class days. The student may also contact the Office of Student Affairs to initiate such accommodations.

If a faculty member does not accommodate a student's request with regard to examinations, assignments, or quizzes missed for reason of a religious holiday, students may pursue refused requests for such accommodation with the department chairperson and the chief diversity officer. See Religious Accommodations procedures, found at <https://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/vi-religious-accommodations/>.

Consistent with Education Law 224, students will not be expelled or refused admission because they are unable, due to their religious beliefs, to attend classes or participate in an examination, study, or work requirements on particular day(s).

### **ALCOHOL AND DRUG POLICY**

The unlawful manufacture, possession, use, dispensation or distribution of alcohol and/or illegal drugs or other controlled substances on university and college premises, or as part of any university or college activity, is prohibited. See [www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/student-affairs/policies/drug-alcohol2011.pdf](http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/student-affairs/policies/drug-alcohol2011.pdf). In addition, students must comply with the Rules and Regulations for the Maintenance of Public Order (also known as the "Henderson Rules"), which appear below. It is essential that students familiarize themselves with these critical policies as well as the student disciplinary procedures related to enforcement of these policies. See [www2.cuny.edu/about/administration/offices/ovsa/policies/](http://www2.cuny.edu/about/administration/offices/ovsa/policies/) under Student Conduct.

Any student found in violation of these policies or the Henderson Rules is subject to disciplinary action. Sanctions for violations may include admonition, warning, censure, discipline, probation, restitution, suspension, expulsion, complaint to civil authorities, and/or ejection. These sanctions are defined in the appendix to the Henderson Rules.

In addition, all members of the college community are expected to abide by city, state, and federal laws (Board of Trustees Bylaws, Article XV, Section 15.1). The college will not serve as a sanctuary and cannot insulate its members from the consequences of illegal acts. The college will not protect students or other members of the college community from prosecution under the law. Where appropriate, the university will refer persons who violate such laws for prosecution to the relevant governmental authorities and will cooperate fully with such authorities. Criminal sanctions, including fines or imprisonment, may be assessed in addition to sanctions imposed by the student disciplinary process.

Note that students who are employees found in violation of these standards of conduct may be subject to discipline under the provisions of their union contract and/or applicable college and CUNY policies. The sanctions that will be imposed may include, in addition to those found in the various contracts, verified attendance and successful participation in a drug/alcohol assistance program.

### **Substance Abuse**

Serious health risks accompany the use and abuse of alcohol and drugs. A student who is experiencing difficulty with alcohol or chemical/drug dependency may seek assistance directly from, or the Vice President of Student Affairs may refer a student to the College Counseling, Health & Wellness Center. The vice president may recommend that the student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies.

Employees, including student employees, who are experiencing difficulty with alcohol or chemical dependency may, at the request of their supervisor, be asked to meet with a counselor. The counselor, after the interview, may recommend appropriate assistance through self-help organizations or other outside intervention such as drug rehabilitation or employee assistance programs. Employees may also seek assistance on their own.

The University's Drug/Alcohol Use Amnesty Policy is intended to encourage students to seek medical assistance for themselves or others with respect to drug and alcohol use without fear of being disciplined for such use. See [www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/Drug-and-Alcohol-Use-Amnesty-Policy-10.1.2015.pdf](http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/Drug-and-Alcohol-Use-Amnesty-Policy-10.1.2015.pdf).

### **Campus/Community-Based Services**

These services and information centers for alcohol and drug abuse are available to all members of the college community:

#### **Counseling Services**

Frese Hall, 1st Floor • 718-997-5420

## **Health & Wellness Center**

Frese Hall, 3rd floor • 718-997-2760

## **Office of Human Resources**

Kiely Hall 163 • 718-997-4455

## **New York State Governor's Office Opiate/Heroin Initiative**

CUNY has joined the New York State Governor's Office in an important initiative to address a recent increase in heroin overdose. Heroin is an opiate, a class of drugs that is derived from the poppy plant. All opiate abuse, including many prescription painkillers, can lead to addiction, overdose, and even death. If you or someone you know is abusing heroin or prescription painkillers, CUNY's Mental Health and Wellness Offices can provide educational resources and referrals to organizations that can help. In addition, selected CUNY health and public safety staff are trained to administer Naloxone, a drug used to counter the effects of opioid overdose and prevent death. For immediate help, call 911, visit your local emergency room, or call the OASAS HOPEline at 877-846-7369 (24 hours a day, seven days a week) to speak with a trained medical professional. HOPEline staff can answer your questions and help you find treatment. All calls are free and confidential.

## **TOBACCO-FREE POLICY**

The college is a 100% tobacco-free campus, and tobacco may not be used anywhere on the college campus. This applies to all tobacco and related products, including chewing tobacco and e-cigarettes. Restrictions are in effect at all indoor and outdoor facilities under CUNY jurisdiction, including but not limited to entrances and exits to buildings, stairwells, athletic fields, and parking lots. The university policy also prohibits tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties, and tobacco industry sponsorship of athletic events and athletes.

Information on the policy and health-related matters, including assistance in breaking the habit, can be found at [www.qc.cuny.edu/about/sustainability/Pages/Tobacco-](http://www.qc.cuny.edu/about/sustainability/Pages/Tobacco-free.aspx)

[free.aspx](http://www.qc.cuny.edu/about/sustainability/Pages/Tobacco-free.aspx). See <https://www.cuny.edu/about/university-resources/healthy-cuny/tobacco-free-cuny/> for the text of the policy.

## **WORKPLACE VIOLENCE**

CUNY and Queens College are committed to the prevention of workplace violence, and will respond promptly to any threats and/or acts of violence.

While the university and college's Workplace Violence Policy applies to employees (including student employees), it is important that all students become familiar with the policy because it defines standards of conduct for all members of the university and college communities in order to provide a safe workplace.

For purposes of this policy, workplace violence is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to: (i) An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; (ii) Any intentional display of force that would give an employee reason to fear or expect bodily harm; (iii) Intentional and wrongful physical contact with an employee without his or her consent that entails some injury; and (iv) Stalking an employee in a manner that may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.

All employees and students are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment. Incidents involving workplace violence will be given the serious attention they deserve. Employees and students are responsible for reporting any incidents of workplace violence of which they become aware to the Public Safety Office. See [www.qc.cuny.edu/about/security/Documents/QC%20WORKPLACE%20VIOLENCE%20PREVENTION%20PROGRAM.pdf](http://www.qc.cuny.edu/about/security/Documents/QC%20WORKPLACE%20VIOLENCE%20PREVENTION%20PROGRAM.pdf).

## **COMPUTING FACILITIES/USE**

CUNY's Policy on Acceptable Use of Computer Resources applies to all users of CUNY computer resources, whether affiliated with CUNY or not, and whether accessing those resources on a CUNY campus or remotely. This includes students who have registered for courses requiring the use of a computer and anyone who uses the Queens College computer network.

CUNY and Queens College maintain computer resources for academic and administrative use to support the university's mission of education, research, and public service. The security and good working order of these tools depend on responsible care and use by those who are accorded the privilege of using them. It is imperative that you familiarize yourself with and abide by the Acceptable Use and IT Security policies, which can be found at [www.cuny.edu/about/administration/offices/cis/it-policies/](http://www.cuny.edu/about/administration/offices/cis/it-policies/), and [www.cuny.edu/about/administration/offices/cis/information-security/security-policies-procedures/](http://www.cuny.edu/about/administration/offices/cis/information-security/security-policies-procedures/).

## **STUDENT RECORDS**

Student records and information are maintained by the college, and many records are available in the Registrar's Office (Jefferson Hall, 1st floor; 997-4400). Pursuant to the federal Family Educational Rights and Privacy Act (FERPA), with the exception of "directory information" and some other exceptions, a student's written consent is generally required before an educational institution may disclose personally identifiable information contained in educational records.

The college may provide "directory information" to persons with a legitimate interest in such information upon request, including requests from military recruiters. "Directory information" consists of a student's name, address, telephone number, eight-digit student number (in some circumstances), photograph, email address, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits completed), dates of attendance (years, dates, semesters or sessions; not daily records), major field of study, degree(s)

enrolled for, participation in officially recognized activities and sports (teams), the height and weight of members of athletic teams, and degrees, honors, and awards received.

Students may request that “directory information” not be released without their prior consent by completing a Non-Disclosure Form in the Registrar’s Office. This form also can be downloaded at <http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/student-affairs/policies/FERPAForm.pdf> and returned to the Registrar’s Office. Students should be aware that if they sign a Non-Disclosure Form to block the release of “directory information,” they will need to sign and submit a release form to the Registrar’s Office to authorize the release of “directory information” to others, such as financial institutions, employers, and other designated persons or entities.

In addition, the college may disclose personally identifiable information from student records to appropriate persons without written consent under a number of other circumstances provided for under FERPA, including in certain emergency situations. For instance, the college may reveal the final results of a disciplinary proceeding against a student accused of a violent crime or non-forcible sex offense, and may notify parent(s) or guardian(s) if the college determines that a student violated a controlled substance or alcohol rule.

Students should familiarize themselves with CUNY’s Guidelines for the Implementation of the Student Records Access Policy and FERPA, which can be found at [www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/FERPA-2.pdf](http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/FERPA-2.pdf).

## **STUDENT CONDUCT AND DISCIPLINE**

In addition to policies with respect to academic integrity discussed in this *Bulletin*, the university’s and college’s policies and procedures applicable to student conduct include Article XV of CUNY’s By-Laws concerning Student Conduct and Discipline ([https://policy.cuny.edu/bylaws/article\\_xv/text/#Navigation\\_Location](https://policy.cuny.edu/bylaws/article_xv/text/#Navigation_Location)), Rules

and Regulations for the Maintenance of Public Order pursuant to Education Law Section 129(a) (also known as the Henderson Rules, reprinted below), Residence Hall Disciplinary Procedures ([www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/ovsa/policies/CUNY-ResidenceHallDisciplinaryProcedures.pdf](http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/ovsa/policies/CUNY-ResidenceHallDisciplinaryProcedures.pdf)), and the college’s anti-bullying policy ([www.qc.cuny.edu/StudentLife/services/Pages/AntiBullying.aspx](http://www.qc.cuny.edu/StudentLife/services/Pages/AntiBullying.aspx)). Under appropriate circumstances, the Queens College Behavioral Intervention Team will be involved in addressing student conduct.

It is critical that students familiarize themselves with these policies and procedures in order to understand standards of behavior, how to report any concerns, and student disciplinary procedures. In addition, students must be aware of any additional standards of conduct and procedures applicable to certain departments (such as the Athletics Office’s special rules applicable to student athletes). For example, CUNY’s bylaws require students to meet all college obligations punctually, to use the property of the institution with care and economy, to obey the laws of the city, state, and nation, and to obey the orders of duly established college authorities. The Henderson Rules provide extensive guidance with respect to student conduct. Violation of any of the provisions of these bylaws may result in disciplinary action.

The college handles matters of student discipline through the Vice President for Student Affairs and the Faculty-Student Disciplinary Committee. Note that matters of academic discipline, including the process and procedure for addressing concerns about such conduct, are discussed in CUNY’s Policy on Academic Integrity. See [www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/student-affairs/policies/AcademicIntegrityPolicywithoutmemo.pdf](http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/student-affairs/policies/AcademicIntegrityPolicywithoutmemo.pdf).

Please note that college-recognized student organizations (including clubs) are subject to various responsibilities and college policies. While the college does not supervise the use by student groups of leased or purchased off-campus facilities, student organizations

are responsible for their conduct and for the management of their off-campus activities and/or housing, and such conduct and activities may be included under Article XV of the bylaws referenced above, and the Henderson Rules articulated below.

## **RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER**

(“Henderson Rules”: [http://policy.cuny.edu/manual\\_of\\_general\\_policy/article\\_vi/policy\\_6.06/text/#Navigation\\_Location](http://policy.cuny.edu/manual_of_general_policy/article_vi/policy_6.06/text/#Navigation_Location))

CUNY’s Rules and Regulations for the Maintenance of Public Order are critical. As the bylaws of the Board of Trustees state: “Each student enrolled or in attendance in any college, school, or unit under the control of the board and every student organization, association, publication, club, or chapter shall obey the laws of the city, state, and nation, and the bylaws and resolutions of the board and the policies, regulations, and orders of the college” ([http://policy.cuny.edu/bylaws/article\\_xv/text/#Navigation\\_Location](http://policy.cuny.edu/bylaws/article_xv/text/#Navigation_Location)).

The Rules and Regulations for the Maintenance of Public Order are as follows:

The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures of interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the City University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the City University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that

freedom. Against such offenders the City University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges, which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Trustees.

With respect to enforcement of these rules and regulations, we note that the Bylaws of the Board of Trustees provide that:

**THE PRESIDENT.** The president, with respect to his/her educational unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his/her jurisdiction;
- b. Be the adviser and executive agent to the board and of his/her respective college committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, resolutions, and policies of the board, the lawful resolutions of any of its committees, and the policies, programs, and lawful resolutions of the several faculties;
- c. Exercise general superintendence over the concerns, officers, employees, and students of his/her educational unit.

## **I. Rules**

1. Members of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall they interfere with the institution's educational process or facilities or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the City University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when

3. Unauthorized occupancy of City University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of City University/college equipment and/or supplies.
4. Theft from or damage to City University/college premises or property, or theft of or damage to property of any person on university/college premises is prohibited.
5. Members of the academic community or their invited guests have the right to advocate a position without having to fear abuse—physical, verbal, or otherwise—from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the City University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on City University/college-owned or -controlled property is prohibited.
8. No individual shall have in his/her possession a rifle, shotgun, or firearm or knowingly have in his/her possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the City University/college without the written authorization of such educational institution. Nor shall any individual have in his/her possession any other instrument or material which can be used and is intended to inflict

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited.
10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by City University employees in the workplace is prohibited. Employees of the City University must also notify the college's human resources director of any criminal drug statute conviction for a violation occurring in the workplace not later than five days after such conviction.
11. The unlawful possession, use, or distribution of alcohol by students or employees on City University/college premises or as part of any City University/college activities is prohibited.

## **II. Penalties**

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.
2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff, engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the City University, suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug

treatment or rehabilitation program. In addition, a tenured faculty member, or tenured member of the administrative or custodial staff, engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to ejection and/or arrest by the civil authorities.
  4. Any organization that authorizes conduct prohibited under substantive Rules 1–11 shall have its permission to operate on campus rescinded.
- Penalties 1–4 shall be in addition to any other penalty provided by law or the City University.

## **APPENDIX A**

### ***Sanctions defined:***

- A. *Admonition.* An oral statement to the offender that he has violated City University rules.
- B. *Warning.* Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- C. *Censure.* Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any City University regulation within a period stated in the letter of reprimand.
- D. *Disciplinary Probation.* Exclusion from participation in privileges or extracurricular City University activities as set forth in the notice of disciplinary probation for a specified period of time.
- E. *Restitution.* Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. *Suspension.* Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. *Expulsion.* Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. *Complaint to Civil Authorities.*

I. *Ejection.*

*Resolved.* That a copy of these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education.

*Resolved.* That these rules and regulations be incorporated in each college bulletin.

# College Faculty

This list includes information as of October 1, 2020.

- Ackerman, Tsippa, *Lecturer in Psychology*, PhD, City University of New York
- Adelberg, Arthur H., *Professor of Accounting & Information Systems*, PhD, City University of New York; CPA
- Adrian, Moshe, *Assistant Professor of Mathematics*, PhD, University of Maryland
- Ahmed, Ali Jimale, *Professor of Comparative Literature*, PhD, University of California at Los Angeles
- Akiba, Daisuke, *Associate Professor of Elementary & Early Childhood Education*, PhD, Brown University
- Albracht, Lindsey, *Lecturer in English*, PhD, City University of New York
- Alcalay, Ammiel, *Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, City University of New York
- Alexiou, Nicholas, *Lecturer in Sociology*, MA, Queens College
- Allen, Joel, *Professor of History*, PhD, Yale University
- Almeida, Euclides, *Assistant Professor of Physics*, DSc, Federal University of Pernambuco
- Alryyes, Ala, *Associate Professor of English*, PhD, Harvard University
- Alvarado, Sebastian, *Assistant Professor of Biology*, PhD, McGill University
- Alvarez, Sara P., *Assistant Professor of English*, PhD, University of Louisville
- Alvero, Alicia M., *Associate Provost and Professor of Psychology*, PhD, Western Michigan University
- Alves, Jorge, *Associate Professor of Political Science*, PhD, Brown University
- Anson-Cartwright, Mark, *Associate Professor of Music*, PhD, City University of New York
- Antonova, Katherine, *Associate Professor of History*, PhD, Columbia University
- Aprile, Andrew, *Lecturer in Elementary & Early Childhood Education*, PhD, City University of New York
- Armour-Thomas, Eleanor, *Chair and Professor of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University
- Arroyo Abad, Leticia, *Associate Professor of Economics*, PhD, University of California at Davis
- Artzt, Alice, *Professor of Secondary Education & Youth Services*, PhD, New York University
- Attar, Karina F., *Assistant Professor of European Languages & Literatures*, PhD, Columbia University
- Azzollini, Ann, *Lecturer in Family, Nutrition & Exercise Sciences*, MS, Queens College
- Bahramand, Usha Menon, *Lecturer in Psychology*, PhD, Allameh Tabataba'i University, Iran
- Baker, Dwayne, *Assistant Professor of Urban Studies*, PhD, University of Illinois at Urbana-Champaign
- Baker, Mitchell B., *Associate Professor of Biology*, PhD, University of California at Davis
- Balachandran, Anoop, *Assistant Professor of Family, Nutrition & Exercise Sciences*, PhD, University of Miami
- Balkaran, Dianand Terry, *Lecturer in Accounting & Information Systems*, MBA, Aspen University
- Ball, Karen, *Lecturer in Linguistics & Communication Disorders*, MS, Boston University; MPA, New York University
- Baron, Sherry, *Professor of Urban Studies*, MD, Case Western Reserve, MPH, University of Illinois at Chicago
- Bass, Chloë, *Assistant Professor of Art*, MFA, Brooklyn College
- Bassey, Magnus O., *Professor of Secondary Education & Youth Services*, EdD, Rutgers University
- Bauer, Alexander, *Associate Professor of Anthropology*, PhD, University of Pennsylvania
- Beck, Kirsten, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, University of Texas-Austin
- Belfield, Clive, *Professor of Economics*, PhD, University of Exeter
- Beeler, Jeff A., *Chair and Professor of Psychology*, PhD, University of Chicago
- Beloff, Zoe, *Professor of Media Studies*, MFA, Columbia University
- Bembenutty, Hefer, *Associate Professor of Secondary Education & Youth Services*, PhD, City University of New York
- Bemporad, Elissa, *Professor of History*, PhD, Stanford University
- Benseman, Timothy M., *Assistant Professor of Physics*, PhD, Cambridge University
- Berkman, David, *Professor of Music*, MA, Queens College, CUNY
- Bernstein, Eve, *Associate Professor of Family, Nutrition & Exercise Sciences*, EdD, Teachers College, Columbia University
- Bhattacharya, Alpana, *Associate Professor of Secondary Education & Youth Services*, PhD, City University of New York
- Bird, Jeffrey A., *Chair and Professor of Earth & Environmental Sciences*, PhD, University of California at Davis
- Birch, Kevin K., *Professor of Anthropology*, PhD, University of California at San Diego
- Black, Ryan, *Lecturer in English*, MFA, New York University
- Blanford, William, *Assistant Professor of Earth & Environmental Sciences*, PhD, University of Arizona
- Blumenfrucht, Israel, *Chair and Professor of Accounting & Information Systems*, PhD, New York University; CPA
- Bodnar, Richard J., *Professor of Psychology*, PhD, City University of New York
- Boklan, Kent D., *Professor of Computer Science*, PhD, University of Michigan at Ann Arbor
- Bonomo, Carl, *Lecturer in Political Science*, and *Director, Pre-Law*, MA, Columbia University
- Bounds, Anna Maria, *Assistant Professor of Sociology*, PhD, New School University
- Bowen, Barbara E., *Associate Professor of English*, PhD, Yale University
- Bowman, John R., *Professor of Political Science*, PhD, University of Chicago
- Bracco, Jacquelyn, *Assistant Professor of Earth & Environmental Sciences*, PhD, Wright State University
- Bradbury, Mathew, *Lecturer in Economics*, PhD, University of Utah
- Branch-Smith, Edwina, *Clinical Professor in Secondary Education & Youth Services*, MPA, New York University
- Braun, Martin, *Professor of Mathematics*, PhD, New York University
- Bregoli, Francesca, *Associate Professor of History*, PhD, University of Pennsylvania
- Brienza, Salvatore, *Lecturer in Linguistics and Communications Disorders*, MA, Queens College, CUNY
- Brody, Roberta, *Professor of Graduate School of Library & Information Studies*, PhD, Rutgers University
- Brogues, Adele, *Lecturer in Mathematics/SEEK*, MS, Rutgers University
- Brown, Fredda A., *Professor of Educational & Community Programs*, PhD, University of Kansas
- Brown, Royal S., *Professor of European Languages & Literatures*, PhD, Columbia University
- Brown, Theodore D., *Professor of Computer Science*, PhD, New York University
- Brumbaugh, Claudia, *Associate Professor of Psychology*, PhD, University of Illinois at Urbana-Champaign
- Brumberg, Joshua C., *Professor of Psychology*, PhD, University of Pittsburgh
- Buchsbaum, Jonathan, *Professor of Media Studies*, PhD, New York University
- Burger, Glenn A., *Chair and Professor of English*, DPhil, Oxford University
- Bushnell-Greiner, Mary, *Associate Professor of Elementary & Early Childhood Education*, PhD, University of Virginia
- Byrd, Desiree, *Associate Professor of Psychology*, PhD, University of California at San Diego
- Caamaño, Juan, *Chair and Associate Professor of Hispanic Languages & Literatures*, PhD, State University of New York at Stony Brook
- Calhoun, Iantheia, *Lecturer in Music*, PhD, Indiana University
- Calvet, Dana, *Lecturer in Linguistics and Communications Disorders*, MA, MFA, Queens College, CUNY
- Candelo-Londoño Natalia, *Associate Professor of Economics*, PhD, University of Texas-Dallas
- Capra, Raymond, *Lecturer in Classical, Middle Eastern, & Asian Languages & Cultures*, PhD, Fordham University
- Caraballo, Limarys, *Associate Professor of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Carroll, Clare L., *Professor of Comparative Literature and Director of Honors in the Humanities*, PhD, Columbia University
- Casco, Monica, *Lecturer in Hispanic Languages & Literatures*, MA, City University of New York
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- Cassvan, Jeffrey, *Lecturer in English*, MA, City University of New York
- Catsambis, Sophia, *Professor of Sociology*, PhD, New York University
- Ceello, Kristin, *Chair and Associate Professor of History*, and *Acting Director, American Area*



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 Charny, Allison, *Lecturer in Family, Nutrition & Exercise Sciences*, MEd, Queens College, CUNY
- Cheema, Saima, *Lecturer in Biology*, PhD, City University of New York
- Checker, Melissa, *Associate Professor of Urban Studies, and Director of Labor Studies*, PhD, New York University
- Cheloukhina, Svetlana, *Associate Professor of European Languages & Literatures*, PhD, University of Toronto
- Chen, Dianna, *Lecturer in Mathematics*, MA, City College, CUNY
- Chen, Yu, *Associate Professor of Chemistry & Biochemistry*, PhD, University of Toronto
- Chen, Yung-chi, *Assistant Professor of Education & Community Programs*, PhD, City University of New York
- Choi, Jihee, *Assistant Professor of Family, Nutrition & Exercise Sciences*, PhD, Ohio State University
- Choi, Jun Young, *Assistant Professor of Chemistry & Biochemistry*, PhD, State University of New York at Stony Brook
- Choi, Sung-eun, *Associate Professor of Family, Nutrition & Exercise Sciences*, PhD, Ewha Woman's University, Seoul, South Korea
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- Collins, John, *Professor of Anthropology*, PhD, University of Michigan
- Conolly-Smith, Peter, *Associate Professor of History*, PhD, Yale University
- Consiglio, Claire, *Lecturer in Family, Nutrition & Exercise Sciences*, MS, Queens College, CUNY
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- Cooper, Patricia M., *Associate Professor of Elementary & Early Childhood Education*, PhD, Emory University
- Cordero-Lecca, Alberto, *Professor of Philosophy*, PhD, University of Maryland
- Cornell, Julian, *Lecturer in Media Studies and Director of Film Studies*, PhD, New York University
- Corradi, Morena, *Associate Professor of European Languages & Literatures*, PhD, Brown University
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- D'Ateno, Patricia, *Lecturer in Psychology*, PhD, City University of New York
- Dauber, Nicky A., *Lecturer in Accounting & Information Systems*, MS, C.W. Post Institute of Finance; CPA
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- Davis, Dana-Ain, *Professor of Urban Studies*, PhD, City University of New York
- Davis, Susan A., *Associate Professor of Music*, PhD, New York University
- Day, Matthew S., *Assistant Professor of Educational & Community Programs*, PhD, University of New Orleans
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- Dennehy, John J., *Professor of Biology*, PhD, Clark University
- Derosa, Andrew, *Associate Professor of Art*, MFA, Cranbrook Academy of Art
- Devereux, John, *Professor of Economics*, PhD, University of Chicago
- Deych, Lev I., *Professor of Physics*, PhD, Kirensky Institute of Physics, Russia
- Dilts, Anne, *Lecturer in Education & Community Programs*, MA, University of Vermont
- Donato, Antonio, *Associate Professor of Philosophy*, PhD, University of Oxford, England
- Dong, Yu Ren, *Professor of Secondary Education & Youth Services*, PhD, University of Georgia
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- Eddy, Jennifer, *Assistant Professor of Secondary Education & Youth Services*, PhD, Teachers College, Columbia University
- Einstein, Mara, *Chair and Professor of Media Studies*, PhD, New York University
- Eisen, Carole E., *Lecturer in Mathematics*, MA, Yeshiva University
- Elisha, Omri, *Associate Professor of Anthropology*, PhD, New York University
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- Fang, Sun, *Associate Professor of Accounting*, PhD, Temple University
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- Ferguson, Kevin L., *Associate Professor of English*, PhD, City University of New York
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- Ferrara, Denise L., *Lecturer in Educational & Community Programs*, MS, Hofstra University
- Fish, Marian C., *Professor of Educational & Community Programs*, PhD, Teachers College, Columbia University
- Fisk, Gloria, *Associate Professor of English*, PhD, City University of New York
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- Flowers, Deirdre B., *Assistant Professor of History and Interim Director, Africana Studies*, PhD, Columbia University
- Fluture, Simina, *Lecturer in Computer Science*, MA, Queens College, CUNY
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- Foldi, Nancy, *Professor of Psychology*, PhD, Clark University
- Fraboni, Michelle, *Assistant Professor of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Frangakis-Syrett, Elena, *Professor of History*, PhD, King's College, University of London
- Franklin, Arnold E., *Associate Professor of History and Director of Jewish Studies*, PhD, Princeton University
- Fredrick, Ray Noble III, *Assistant Professor of Family, Nutrition & Exercise Sciences*, EdD, Teachers College, Columbia University
- Freeman, Joshua B., *Distinguished Professor of History*, PhD, Rutgers University
- Freundschuh, Aaron, *Associate Professor of History*, PhD, University of California at Berkeley
- Fujimoto, Mari, *Lecturer in Classical, Middle Eastern & Asian Languages & Cultures*, PhD, City University of New York
- Fuqua, Joy V., *Associate Professor of Media Studies and Director of Women and Gender Studies*, PhD, University of Pittsburgh
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- Gabel, David J., *Chair and Professor of Economics*, PhD, University of Wisconsin at Madison
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- Gardaphe, Fred, *Distinguished Professor of English*, PhD, University of Illinois at Chicago
- Garofolo, Salvatore G., *Lecturer in Secondary Education & Youth Services*, MEd, Queens College, CUNY
- Gelfand, Stanley A., *Professor of Linguistics & Communication Disorders*, PhD, City University of New York
- Genack, Azriel Z., *Distinguished Professor of Physics*, PhD, Columbia University
- Genao, Soribel, *Associate Professor of Educational & Community Programs*, PhD, Rutgers University
- George, Julie A., *Associate Professor of Political Science*, PhD, University of Texas at Austin
- Gerber, Sima, *Professor of Linguistics & Communication Disorders*, PhD, City University of New York
- Gershon, Pamela, *Lecturer in Education & Community Programs*, PsyD, New York University
- Gerwin, David, *Professor of Secondary Education & Youth Services*, PhD, Columbia University
- Giardina, Carol, *Associate Professor of History*, PhD, City University of New York
- Gibson, Jr., Lenwood, *Associate Professor of Educational & Community Programs*, PhD, Ohio State University
- Glickman, Nora, *Professor of Hispanic Languages & Literatures*, PhD, New York University
- Goldberg, David J., *Lecturer in Physics*, PhD, City University of New York
- Goldberg, Glenn, *Associate Professor of Art*, MFA, Queens College, CUNY
- Goldberg, Robert R., *Professor of Computer Science*, PhD, Courant Institute of Mathematical Science, New York University
- Goldhaber, Sue Lantz, *Lecturer in English*, MA, Teachers College, Columbia University
- Gomez, Charles, *Assistant Professor of Sociology*, PhD, Stanford University
- Gomez, Ronnie G., *Lecturer in Library*, MLS, Queens College, CUNY; MPA, Baruch College
- Gonzalez, Antonio L., *Professor of Art*, MFA, Yale University
- Goswami, Mayank, *Assistant Professor of Computer Science*, PhD State University of New York at Stony Brook
- Greenberg, Jeff, *Lecturer in Drama, Theatre & Dance*, MFA, Brandeis University
- Gray-Nicolas, Nakia M., *Assistant Professor of Educational & Community Programs*, EdD, New York University
- Grella, Dustin, *Assistant Professor of Art*
- Greenfield, Dianne, *Associate Professor of Earth and Environmental Sciences*, PhD, State University of New York at Stony Brook
- Grey, Leslee, *Associate Professor of Secondary Education & Youth Services*, PhD, Georgia State University
- Grier, Miles, *Assistant Professor of English*, PhD, New York University
- Griffin, William, *Lecturer in Drama, Theatre & Dance*, MFA, Ohio University
- Grover, Stephen, *Chair and Associate Professor of Philosophy*, PhD, University of Oxford, England
- Gurl, Theresa, *Associate Professor of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University
- Haddican, William, *Associate Professor of Linguistics & Communication Disorders*, PhD, New York University
- Hahn, Kimiko, *Distinguished Professor of English*, MA, Columbia University
- Halliburton, Murphy, *Professor of Anthropology*, PhD, City University of New York
- Han, Namhee, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD University of Chicago
- Hanlon, Martin D., *Associate Professor of Urban Studies*, PhD, Columbia University
- Hanusa, Christopher, *Professor of Mathematics*, PhD, University of Washington
- Hart, Antonio, *Professor of Music*, MA, Queens College, CUNY
- Hart, Kristin, *Chief Librarian and Associate Dean*, MLS, Queens College, CUNY, MA, Adelphi University
- Hauptman, Ira J., *Professor of Drama, Theatre & Dance*, DFA, Yale University
- Healey, Meghan E., *Chair and Associate Professor of Drama, Theatre & Dance*, MFA, New York University, Tisch School of the Arts
- Heffernan, Lauren, *Lecturer in Linguistics & Communications Disorders*, MS, Queens College, CUNY
- Hendrey, Elizabeth B. Field, *Provost, Vice President for Academic Affairs and Professor of Economics*, PhD, Duke University
- Hendrey, George R., *Distinguished Professor of Earth & Environmental Sciences*, PhD, University of Washington at Seattle
- Henson, Karen, *Associate Professor of Music*, DPhil, Oxford University
- Herman, Ariela, *Associate Professor of Family, Nutrition & Exercise Sciences*, EdD, Teachers College, Columbia University
- Hersh, William H., *Professor of Chemistry & Biochemistry*, PhD, Columbia University
- Herzog, Amy, *Professor of Media Studies*, PhD, University of Rochester
- Hinojos, Sara, *Assistant Professor of Media Studies*, PhD, University of California at Santa Barbara
- Hinton, Veronica J., *Professor of Psychology*, PhD, City University of New York
- Hintz, Carrie, *Professor of English*, PhD, University of Toronto
- Hitzig, Neal B., *Professor of Accounting & Information Systems*, PhD, City University of New York; CPA
- Ho, Sin-ying, *Associate Professor of Art*, MFA, Louisiana State University
- Holtzman, Nathalia, *Chair and Associate Professor of Biology*, PhD, University of Oregon
- Hong, Caroline, *Associate Professor of English*, PhD, University of California at Santa Barbara
- Hopper, Briallen, *Assistant Professor of English*, PhD, Princeton University
- Hornung, David, *Lecturer in Accounting & Information Systems*, MBA, Baruch College, CUNY
- Hsin, Amy, *Associate Professor of Sociology*, PhD, University of California at Los Angeles
- Hu, Guoxiang (Emma), *Assistant Professor of Chemistry & Biochemistry*, PhD, University of California at Riverside
- Huang, Qianyun Ivy, *Associate Professor of Accounting & Information Systems*, PhD, Florida Atlantic University
- Hum, Tarry, *Chair and Professor of Urban Studies*, PhD, University of California at Los Angeles
- Hung, Ya Ching, *Professor of Family, Nutrition & Exercise Sciences*, EdD, Teachers College, Columbia University
- Hunt-Ehrlich, Madeleine, *Assistant Professor of Media Studies*, MFA, Temple University
- Ijalba, Elizabeth, *Associate Professor of Linguistics & Communication Disorders*, PhD, City University of New York
- Ioannides, Christos P., *Director of Byzantine and Modern Greek Studies and Associate Professor of Urban Studies*, PhD, University of Pennsylvania
- Jang, Seogjoo, *Chair and Professor of Chemistry & Biochemistry*, PhD, University of Pennsylvania
- Jasti, Sunitha, *Assistant Professor of Family, Nutrition & Exercise Sciences*, PhD, University of North Carolina at Chapel Hill
- Jessel, Joshua, *Assistant Professor of Chemistry & Biochemistry*, PhD, University of Maryland-Baltimore County
- Jiang, Yunping, *Distinguished Professor of Mathematics*, PhD, City University of New York
- John, James A., *Professor of Music*, DMA, Eastman School of Music
- Johnson, Ray E., Jr., *Professor of Psychology*, PhD, University of Illinois at Urbana-Champaign
- Jolley, David C., *Professor of Music*, MSCh, Juilliard School of Music
- Jones, David Andrew, *Associate Professor of European Languages & Literatures*, PhD, University of Wisconsin at Madison
- Jones, Emily A., *Associate Professor of Psychology*, PhD, State University of New York at Stony Brook
- Joseph, Régine Isabelle, *Assistant Professor of European Languages and Literatures*, PhD, New York University
- Kabir, Muhammad, *Lecturer in Political Science*, PhD, City University of New York
- Kabuto, Bobbie, *Chair and Associate Professor of Elementary & Early Childhood Education*, PhD, Hofstra University
- Kahan, Steven J., *Lecturer in Mathematics*, MS, New York University
- Kant, Ashima K., *Chair and Professor of Family, Nutrition & Exercise Sciences*, PhD, University of Maryland at College Park
- Kapelner, Adam, *Assistant Professor of Mathematics*, PhD, University of Pennsylvania
- Katsan, Gerasimus, *Chair and Associate Professor of European Languages & Literatures*, PhD, Ohio State University
- Kaufman, Daniel, *Assistant Professor of Linguistics & Communications Disorders*, PhD, Cornell University
- Kauper, Kurt, *Associate Professor of Art*, MFA, University of California at Los Angeles
- Kesler, Theodore B., *Associate Professor of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Khalil, Andrea, *Professor of Comparative Literature*, PhD, Harvard University
- Khan, Akhtar, *Lecturer in English/SEEK*, MA, Queens College, CUNY
- Khandelwal, Madhulika S., *Associate Professor of Urban Studies and Director, Asian/American Center*, PhD, Carnegie-Mellon University
- Kibirige, Harry M., *Professor of Graduate School of Library & Information Studies*, PhD, University of Pittsburgh
- Kiely, Mary Theresa, *Assistant Professor of Educational & Community Programs*, PhD, University of Florida
- Kim, Ji Young, *Assistant Professor of Classical,*

- Middle Eastern & Asian Languages & Cultures, PhD, University of Chicago
- Kim, Sun A., *Associate Professor of Educational & Community Programs*, PhD, University of Texas at Austin
- Kimerling, Judith, *Professor of Political Science*, JD, Yale University Law School
- Kisilevsky, Sari, *Associate Professor of Philosophy*, PhD, University of Toronto
- Klosin, Krzysztof, *Professor of Mathematics*, PhD, University of Michigan
- Ko, Seongyeon, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Cornell University
- Kong, T. Yung, *Professor of Computer Science*, PhD, Oxford University
- Korovesi, Blendi, *Lecturer in Mathematics*, MA, Queens College
- Kraat, Arlene W., *Associate Professor of Linguistics & Communication Disorders*, MA, Indiana University
- Kramer, Kenneth B., *Professor of Mathematics*, PhD, Harvard University
- Krasner, Michael A., *Associate Professor of Political Science*, PhD, Columbia University
- Kruger, Steven F., *Professor of English*, PhD, Stanford University
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Bruder, Harold, *Professor Emeritus of Art*, Certificate, Cooper Union; New School for Social Research; Pratt Institute Graphic Art Center

Brueckner, Hannes K., *Professor Emeritus of Earth & Environmental Sciences*, PhD, Yale University

Buell, Frederick H., *Professor Emeritus of English*, PhD, Cornell University

Burkhart, Charles L., *Professor Emeritus of Music*, MMus, Yale University

Burnett, Henry, *Professor Emeritus of Music*, PhD, City University of New York

Cadieu, Fred J., *Professor Emeritus of Physics*, PhD, University of Chicago

Cairns, Charles E., *Professor Emeritus of Linguistics & Communication Disorders*, PhD, Columbia University

Cairns, Helen S., *Professor Emerita of Linguistics & Communication Disorders*, PhD, University of Texas at Austin

Calhoon, Robert E., *Professor Emeritus of Biology*, PhD, Purdue University

Capaldi, Nicholas, *Professor Emeritus of Philosophy*, PhD, Columbia University

Carlson, Cynthia, *Professor Emerita of Art*, MFA, Pratt Institute

Castiglione, Lawrence V., *Professor Emeritus of Secondary Education & Youth Services*, PhD, New York University

Cathcart, Robert B., *Professor Emeritus of Communication Arts & Sciences*, PhD, Northwestern University

Chabora, Peter C., *Professor Emeritus of Biology*, PhD, Cornell University

Chapline, Elaine B., *Professor Emerita of Elementary & Early Childhood Education*, PhD, Temple University

Chave, Anna C., *Professor Emerita of Art*, PhD, Yale University

Chelton, Mary K., *Professor Emerita of Graduate School of Library & Information Studies*, PhD, Rutgers University

Clough, Patricia T., *Professor Emerita of Sociology*, PhD, University of Illinois at Urbana-Champaign

Coch, Nicholas K., *Professor Emeritus of Earth & Environmental Sciences*, PhD, Yale University

Cohen, Arthur M., *Professor Emeritus of Art*, MFA, Indiana University

Cohen, Bernard, *Professor Emeritus of Sociology*, PhD, University of Pennsylvania

Cohen, Saul B., *President Emeritus and Professor Emeritus of Political Science*, PhD, Harvard University

Connor, Maureen, *Professor Emerita of Art*, MFA, Pratt Institute

Cool, Colleen, *Professor Emerita of Graduate School of Library & Information Studies*, PhD, Rutgers University

Cooper, Linda, *Professor Emerita of Graduate School of Library & Information Studies*, PhD, Rutgers University

Cowen, Robert H., *Professor Emeritus of Mathematics*, PhD, Yeshiva University

Crook, Robert B., *Professor Emeritus of Graduate Programs in Educational Services*, EdD, Teachers College, Columbia University

Curcio, Frances R., *Professor Emerita of Secondary Education & Youth Services*, PhD, New York University

Della Cava, Ralph S., *Professor Emeritus of History*, PhD, Columbia University

De Torre-Gracia, Emilio E., *Associate Professor Emeritus of Hispanic Languages & Literatures*, PhD, City University of New York

Dickey, J. Marion, *Professor Emeritus of Physics*, PhD, Cambridge University

Dierlam, Robert J., *Professor Emeritus of Drama, Theatre & Dance*, PhD, Cornell University

Disch, Raymond L., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Harvard University

Dodziuk, Jozef, *Professor Emeritus of Mathematics*, PhD, Columbia University

Dropkin, Stanley, *Professor Emeritus of Educational & Community Programs*, EdD, Teachers College, Columbia University

Eckstein, Max A., *Professor Emeritus of Secondary Education & Youth Services*, PhD, Teachers College, Columbia University

Edelstein, Michael, *Professor Emeritus of Economics*, PhD, University of Pennsylvania

Ehrlichman, Howard, *Professor Emeritus of Psychology*, PhD, New School for Social Research

Eilbott, Peter, *Professor Emeritus of Economics*, PhD, Columbia University

Einhorn, Susan A., *Professor Emerita of Drama, Theatre & Dance*, MFA, Brooklyn College, CUNY

Eisenstein, Hester, *Professor Emerita of Sociology*, PhD, Yale University

Eisman, Lawrence W., *Professor Emeritus of Music*, EdD, New York University

Engel, Robert R., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Pennsylvania State University

Erickson, Raymond, *Professor Emeritus of Music*, PhD, Yale University

Evans, Tamara, *Professor Emerita of European Languages & Literature*, PhD, Ohio State University

Fardy, Paul S., *Professor Emeritus of Family, Nutrition & Exercise Sciences*, PhD, University of Illinois at Urbana-Champaign

Feiner, Harry A., *Professor Emeritus of Drama, Theatre & Dance*, MFA, Brandeis University

Fichtner, Edward G., *Professor Emeritus of Germanic, Slavic & East European Languages*, PhD, University of Pennsylvania

Fields, Lanny, *Professor Emeritus of Psychology*, PhD, Columbia University

Fiengo, Robert W., *Professor Emeritus of Linguistics & Communication Disorders*, PhD, Massachusetts Institute of Technology

Font, Mauricio A., *Professor Emeritus of Sociology*, PhD, University of Michigan

Foote, Mary, *Professor Emerita of Elementary & Early Childhood Education*, PhD, University of Wisconsin at Madison

Franklin, Raymond S., *Professor Emeritus of Economics*, PhD, University of California at Berkeley

Fredman, Norman J., *Professor Emeritus of Educational & Community Programs*, PhD, Northwestern University

Frosch, Thomas R., *Professor Emeritus of English*, PhD, Yale University

Gafney, Harry D., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Wayne State University

Gagné, David W., *Professor Emeritus of Music*, PhD, City University of New York

Gambino, Richard, *Professor Emeritus of Educational & Community Programs*, PhD, New York University

Ghozati, S. Ali, *Professor Emeritus of Computer Science*, PhD, Columbia University

Gilden, Lloyd, *Associate Professor Emeritus of Psychology*, PhD, McGill University

Goh, David S., *Professor Emeritus of Educational & Community Programs*, PhD, University of Wisconsin at Madison

Goldberg, Wallace, *Professor Emeritus of Mathematics*, PhD, Polytechnic Institute of New York

Goldsmith, Emanuel S., *Professor Emeritus of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Brandeis University

Gram, Harvey N., *Professor Emeritus of Economics*, PhD, University of Wisconsin

Greenfield, Harry I., *Professor Emeritus of Economics*, PhD, Columbia University

Greller, Andrew M., *Professor Emeritus of Biology*, PhD, Columbia University

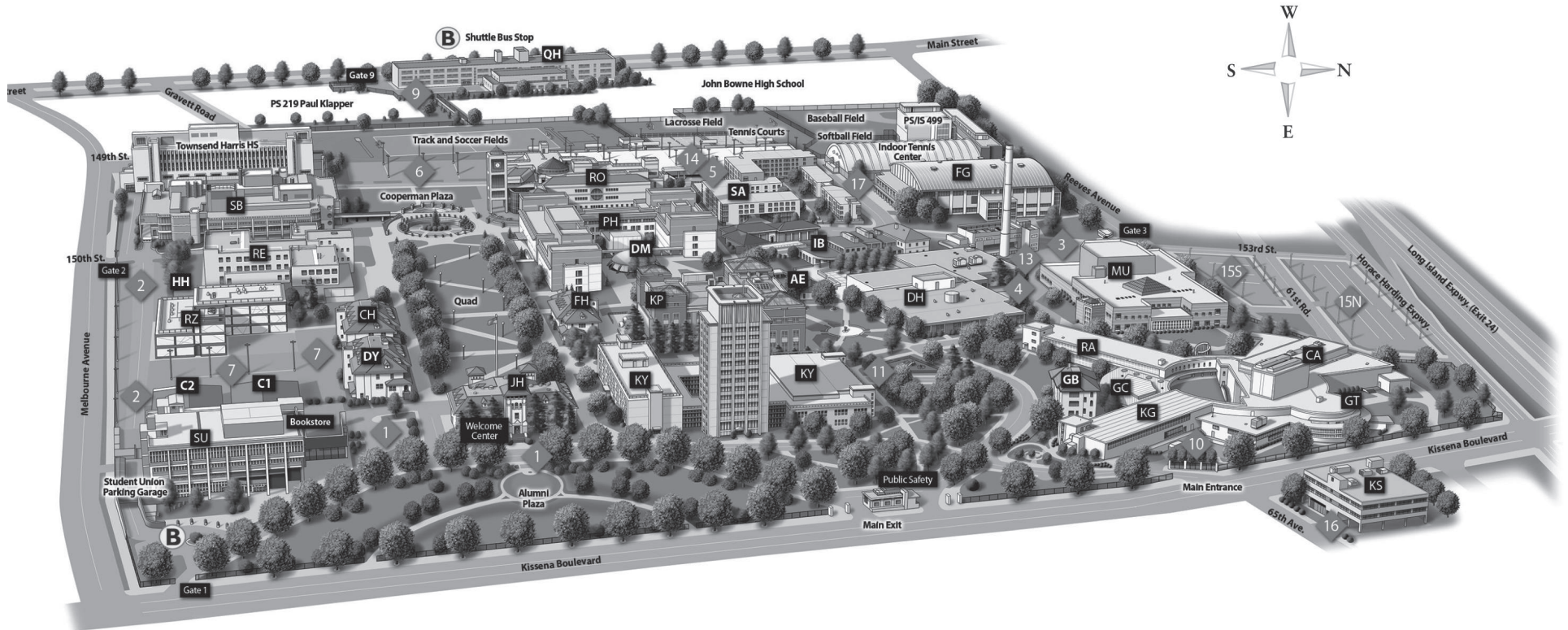
Gruder, Vivian R., *Professor Emerita of History*, PhD, Harvard University

- Gumpert, Gary, *Professor Emeritus of Communication Arts & Sciences*, PhD, Wayne State University
- Habib, Daniel, *Professor Emeritus of Earth & Environmental Sciences*, PhD, Pennsylvania State University
- Hacker, Andrew, *Professor Emeritus of Political Science*, PhD, Princeton University
- Hahn, Daniel F., *Professor Emeritus of Communication Arts & Sciences*, PhD, University of Arizona
- Haller, Hermann W., *Professor Emeritus of European Languages & Literatures*, PhD, University of Bern
- Halperin, Jeffrey M., *Distinguished Professor Emeritus of Psychology*, PhD, City University of New York
- Halpern, Harvey, *Professor Emeritus of Linguistics & Communication Disorders*, PhD, New York University
- Harris, Gloria A., *Assistant Professor Emerita of Elementary & Early Childhood Education*, EdD., Teachers College, Columbia University
- Harris, Jessica B., *Professor Emerita of English*, PhD, New York University
- Haney, John B., *Professor Emeritus of Media Studies*, PhD, University of Michigan
- Hansen, Edward C., *Professor Emeritus of Anthropology*, PhD, University of Michigan
- Hardeman, Mildred, *Professor Emerita of Elementary & Early Childhood Education*, PhD, Columbia University
- Heilman, Samuel C., *Distinguished Professor Emeritus of Sociology*, PhD, University of Pennsylvania
- Hemmes, Nancy S., *Professor Emerita of Psychology*, PhD, University of North Carolina
- Hemming, N. Gary, *Professor Emeritus of Earth & Environmental Sciences*, PhD, State University of New York at Stony Brook
- Hevesi, Alan G., *Associate Professor Emeritus of Political Science*, PhD, Columbia University
- Hittleman, Daniel R., *Professor Emeritus of Educational & Community Programs*, EdD, Hofstra University
- Hood, Philip N., *Associate Professor Emeritus of Communication Arts & Sciences*, PhD, Northwestern University
- Howe, Hubert S., Jr., *Professor Emeritus of Music*, PhD, Princeton University
- Howell, Lynn C., *Associate Professor Emerita of Secondary Education & Youth Services*, PhD, Idaho State University
- Iitzkowitz, Gerald L., *Professor Emeritus of Mathematics*, PhD, University of Rochester
- Johnson, Helen L., *Professor Emerita of Elementary & Early Childhood Education*, PhD, University of Wisconsin
- Jordan, James N., *Professor Emeritus of Philosophy*, PhD, University of Texas at Austin
- Kaplan, Fred, *Distinguished Professor Emeritus of English*, PhD, Columbia University
- Kapsis, Robert E., *Professor Emeritus of Sociology*, PhD, University of California at Berkeley
- Kaufmann, Hugo M., *Professor Emeritus of Economics*, PhD, Columbia University
- Kaufmann, Shoshana, *Professor Emerita of Library*, MLS, Drexel University; MA, New York University
- Keene, Jay B., *Professor Emeritus of Drama, Theatre & Dance*, MFA, Yale University
- Kirman, Jacob H., *Professor Emeritus of Psychology*, PhD, Harvard University
- Klarfeld, Joseph, *Associate Professor Emeritus of Physics*, PhD, Yeshiva University
- Klein, Elaine C., *Associate Professor Emerita of Linguistics & Communications Disorders*, PhD, City University of New York
- Kleinbard, David J., *Professor Emeritus of English and Comparative Literature*, PhD, Yale University
- Koepfer, H. Roberta, *Associate Professor Emerita of Biology*, PhD, City University of New York
- Koeppl, Gerald W., *Professor Emeritus of Chemistry and Biochemistry*, PhD, Illinois Institute of Technology
- Kouguell, Alexander, *Professor Emeritus of Music*, MA, American University, Beirut; Artist Diploma, Ecole Normale de Musique, Paris
- Kozer, José, *Professor Emeritus of Hispanic Languages & Literatures*, MA, City University of New York
- Kramer, Harry, *Professor Emeritus of Art*, MFA, Yale University
- Krummel, Regina R., *Professor Emerita of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University
- Kulkarni, Ravi S., *Professor Emeritus of Mathematics*, PhD, Harvard University
- Kwok, Kui-Lam, *Professor Emeritus of Computer Science*, PhD, University of Manchester, England
- Lane, Barbara G., *Professor Emerita of Art*, PhD, University of Pennsylvania
- Lange, John F., Jr., *Professor Emeritus of Philosophy*, PhD, Princeton University
- Lawson, Ronald L., *Professor Emeritus of Urban Studies*, PhD, University of Queensland, Australia
- Leibman, O. Bernard, *Professor Emeritus of Educational & Community Programs*, PhD, Columbia University
- Leites, Edmund, *Professor Emeritus of Philosophy*, PhD, Harvard University
- Levine, Marc H., *Professor Emeritus of Accounting & Information Systems*, PhD, Yeshiva University; CPA
- Lewine, Carol F., *Professor Emerita of Art*, PhD, Columbia University
- Lidov, Joel B., *Professor Emeritus of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Columbia University
- Liebman, Stuart E., *Professor Emeritus of Media Studies*, PhD, New York University
- Locke, David C., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Kansas State University
- Lowe, Elizabeth D., *Associate Professor Emerita of Family, Nutrition & Exercise Sciences*, PhD, University of Illinois at Urbana-Champaign
- Ludman, Elaine Kris, *Associate Professor Emerita of Family, Nutrition & Exercise Sciences*, EdD, Teachers College, Columbia University
- Magel, John R., *Professor Emeritus of Family, Nutrition & Exercise Sciences*, PhD, University of Michigan
- Maller, Michael J., *Professor Emeritus of Mathematics*, PhD, University of Warwick
- Malone, Jacqueline D., *Professor Emerita of Drama, Theatre & Dance*, MCP, Massachusetts Institute of Technology
- Mandelbaum, M. Joel, *Professor Emeritus of Music*, PhD, Indiana University
- Mansfield, Larry E., *Associate Professor Emeritus of Mathematics*, PhD, University of Washington
- Marcum, James, *Professor Emeritus of Graduate School of Library & Information Studies*, PhD, University of North Carolina
- Margolis, Howard, *Professor Emeritus of Educational & Community Programs*, EdD, Hofstra University
- Markovitz, Irving Leonard, *Professor Emeritus of Political Science*, PhD, University of California at Berkeley
- Martin, Wendy M., *Professor Emerita of English*, PhD, University of California at Davis
- Matthews, Susan E., *Professor Emerita of Drama, Theatre & Dance*, MFA, New York University
- Mattson, Peter H., *Professor Emeritus of Geology*, PhD, Princeton University
- McArdle, William D., *Professor Emeritus of Family, Nutrition & Exercise Sciences*, PhD, University of Michigan
- McCoy, Richard C., *Distinguished Professor Emeritus of English*, PhD, University of California at Berkeley
- McElroy, Joseph P., *Professor Emeritus of English*, PhD, Columbia University
- McManus, Edgar J., *Professor Emeritus of History*, PhD, Columbia University
- Mendelson, Elliott, *Professor Emeritus of Mathematics*, PhD, Cornell University
- Michels, Corinne A., *Distinguished Professor Emerita of Biology*, PhD, Columbia University
- Molesworth, Charles H., *Professor Emeritus of English*, PhD, State University of New York at Buffalo
- Musgrave, Thea, *Distinguished Professor Emerita of Music*, B.Mus., University of Edinburgh
- Muyskens, James L., *President Emeritus and Professor Emeritus of Philosophy*, PhD, University of Michigan
- Neuberger, Jacob, *Professor Emeritus of Physics*, PhD, New York University
- Newman, Claire M., *Professor Emerita of Elementary & Early Childhood Education*, EdD, Columbia University
- Newman, Jacqueline, *Professor Emerita of Family, Nutrition & Exercise Sciences*, PhD, New York University
- O'Brien, John M., *Professor Emeritus of History*, PhD, University of Southern California
- Orbach, Jack, *Professor Emeritus of Psychology*, PhD, Princeton University
- Orenstein, Alex, *Professor Emeritus of Philosophy*, PhD, New York University
- Peterson, Jon A., *Professor Emeritus of History*, PhD, Harvard University
- Pierce, Stanley, *Associate Professor Emeritus of Biology*, PhD, New York University
- Porter, Liliana, *Professor Emerita of Art*, MFA, Universidad Iberoamericana
- Poulson, Claire L., *Professor Emerita of Psychology*, PhD, University of Kansas
- Prall, Stuart E., *Professor Emeritus of History*, PhD, Columbia University
- Proefriedt, William A., *Professor Emeritus of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University
- Rafanelli, Kenneth R., *Professor Emeritus of Physics*, PhD, Stevens Institute of Technology
- Ramsey, Philip H., *Professor Emeritus of Psychology*, PhD, Hofstra University
- Rassam, Amal, *Professor Emerita of Anthropology*, PhD, University of Michigan
- Repole, Charles, *Professor Emeritus of Drama, Theatre & Dance*, MA, Hofstra University
- Rhodes, Carole S., *Professor Emerita of Secondary*



- Education & Youth Services, PhD, New York University
- Richter, David H., *Professor Emeritus of English*, PhD, University of Chicago
- Rifkin, Jared L., *Associate Professor Emeritus of Biology*, PhD, Johns Hopkins University
- Riskin, Carl A., *Distinguished Professor Emeritus of Economics*, PhD, University of California at Berkeley
- Rodberg, Leonard S., *Professor Emeritus of Urban Studies*, PhD, Massachusetts Institute of Technology
- Roistacher, Elizabeth A., *Professor Emerita of Economics*, PhD, University of Pennsylvania
- Rorick, William, *Assistant Professor Emeritus of Library*, MM, Northwestern University; MLS, Pratt Institute
- Rosenberg, Alan, *Professor Emeritus of Philosophy*, MA, Queens College, CUNY
- Roskes, Gerald, *Professor Emeritus of Mathematics*, PhD, Massachusetts Institute of Technology
- Roze, Uldis, *Professor Emeritus of Biology*, PhD, Washington University
- Ruffins, Reynold D., *Professor Emeritus of Art*, Cooper Union
- Salz, Arthur E., *Associate Professor Emeritus of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Sanjek, Roger, *Professor Emeritus of Anthropology*, PhD, Columbia University
- Saslow, James M., *Professor Emeritus of Art*, PhD, Columbia University
- Savage, Dean B., *Professor Emeritus of Sociology*, PhD, Columbia University
- Schachter, Carl E., *Distinguished Professor Emeritus of Music*, MA, New York University
- Schechter, Harold G., *Professor Emeritus of English*, PhD, State University of New York at Buffalo
- Schneider, Lois, *Associate Professor Emerita of Library*, MS, Queens College, CUNY; MLS, Queens College, CUNY
- Schneider, Phillip A., *Associate Professor Emeritus of Linguistics & Communication Disorders*, EdD, Teachers College, Columbia University
- Schneider, Ronald M., *Professor Emeritus of Political Science*, PhD, Princeton University
- Schoenheim, Ursula, *Professor Emerita of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Cornell University
- Schotter, Richard D., *Professor Emeritus of English*, PhD, Columbia University
- Schwartz, Sydney L., *Professor Emerita of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Scott, Donald, *Professor Emeritus of History*, PhD, University of Wisconsin
- Seiferth, John C., *Professor Emeritus of Educational & Community Programs*, EdD, Teachers College, Columbia University
- Seiler, Lauren H., *Professor Emeritus of Sociology*, PhD, University of Illinois at Urbana-Champaign
- Seley, John E., *Professor Emeritus of Urban Studies*, PhD, University of Pennsylvania
- Seliger, Herbert W., *Professor Emeritus of Linguistics & Communication Disorders*, EdD, Teachers College, Columbia University
- Shaddy, Robert A., *Professor Emeritus of Library*, PhD, University of Missouri at Columbia
- Shaffer, John B., *Professor Emeritus of Psychology*, PhD, Harvard University
- Sherman, Robert, *Professor Emeritus of Educational & Community Programs*, EdD, Rutgers University
- Siegel, Joel, *Professor Emeritus of Accounting & Information Systems*, PhD, City University of New York; CPA
- Simon, Abraham J., *Professor Emeritus of Accounting & Information Systems*, PhD, University of Pennsylvania; CPA
- Sloan, Glenna M., *Professor Emerita of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Smith, Karen P., *Professor Emerita of Graduate School of Library & Information Studies*, EdD, Teachers College, Columbia University
- Solomon, Bernard S., *Professor Emeritus of Classical & Oriental Languages*, PhD, Harvard University
- Speidel, David H., *Professor Emeritus of Earth & Environmental Sciences*, PhD, University of Pennsylvania
- Spring, Joel, *Professor Emeritus of Elementary & Early Childhood Education*, PhD, University of Wisconsin at Madison
- Stark, Joel, *Professor Emeritus of Linguistics & Communication Disorders*, PhD, New York University
- Steinberg, Stephen, *Distinguished Professor Emeritus of Urban Studies*, PhD, University of California at Berkeley
- Stevens, Alan M., *Professor Emeritus of Linguistics & Communication Disorders*, PhD, Yale University
- Stinson, Sara, *Professor Emerita of Anthropology*, PhD, University of Michigan
- Stone, Donald D., *Professor Emeritus of English*, PhD, Harvard University
- Strait, Peggy T., *Professor Emerita of Mathematics*, PhD, New York University
- Strekas, Thomas C., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Princeton University
- Studdert-Kennedy, Michael G., *Professor Emeritus of Communication Arts & Sciences*, PhD, Columbia University
- Summerfield, Judith, *Professor Emerita of English*, PhD, New York University
- Sungolowsky, Joseph, *Professor Emeritus of European Languages & Literatures*, PhD, Yale University
- Surprenant, Thomas T., *Professor Emeritus of Graduate School of Library & Information Studies*, PhD, University of Wisconsin at Madison
- Swensen, Rolf, *Professor Emeritus of Library*, PhD, University of Oregon
- Swick, Kenneth, *Professor Emeritus of Mathematics*, PhD, University of Iowa
- Szalay, Jeanne, *Professor Emerita of Biology*, PhD, Columbia University
- Tabb, William K., *Professor Emeritus of Economics*, PhD, University of Wisconsin
- Taylor, Darrell, *Professor Emeritus of Philosophy*, PhD, Penn State
- Thurber, David I., *Professor Emeritus of Geology*, PhD, Columbia University
- Timko, Michael, *Professor Emeritus of English*, PhD, University of Wisconsin
- Tobias, Randolph A., *Associate Professor Emeritus of Educational and Community Programs*, EdD, Teachers College, Columbia University
- Tortora, Phyllis, *Professor Emerita of Home Economics*, PhD, New York University
- Tropp, Burton E., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Harvard University
- Trubowitz, Sidney, *Professor Emeritus of Educational & Community Programs*, EdD, Teachers College, Columbia University
- Truesdell, Lee Ann, *Associate Professor Emerita of Educational & Community Programs*, PhD, Teachers College, Columbia University
- Tucker, Amy E., *Professor Emerita of English*, PhD, New York University
- Tytell, John, *Professor Emeritus of English*, PhD, New York University
- Vázquez, Jesse M., *Professor Emeritus of Educational & Community Programs*, PhD, New York University
- Verdin Diaz, Guillermo, *Professor Emeritus of Romance Languages*, PhD, Universidad de Madrid
- Walker, John P., *Professor Emeritus of Accounting & Information Systems*, PhD, University of Cincinnati; CPA
- Warren, Frank A., *Professor Emeritus of History*, PhD, Brown University
- Wasserman, Howard C., *Associate Professor Emeritus of Computer Science*, PhD, University of Pennsylvania
- Waterbury, Ronald, *Associate Professor Emeritus of Anthropology*, PhD, University of California at Los Angeles
- Weinberg, H. Barbara, *Professor Emerita of Art*, PhD, Columbia University
- Weintraub, Sol, *Professor Emeritus of Mathematics*, PhD, Temple University
- Weiss, Norman J., *Professor Emeritus of Mathematics*, PhD, Princeton University
- Whately, E. Gordon, *Professor Emeritus of English*, PhD, Harvard University
- White, Robert C., *Professor Emeritus of Music*, EdD, Columbia University
- Whitehead, Jennifer, *Professor Emerita of Computer Science*, PhD, University of Warwick
- Withington, Eleanor M., *Associate Professor Emerita of English*, PhD, Radcliffe College
- Zevin, Jack, *Professor Emeritus of Secondary Education & Youth Services*, PhD, University of Michigan

# CAMPUS MAP



Alumni Hall	<b>AE</b>	Delany Hall	<b>DY</b>	Goldstein Theatre	<b>GT</b>	Kissena Hall	<b>KS</b>	Rathaus Hall	<b>RA</b>	Student Union	<b>SU</b>
Campbell Dome	<b>DM</b>	Dining Hall	<b>DH</b>	Honors Hall	<b>HH</b>	Klapper Hall	<b>KP</b>	Razran Hall	<b>RZ</b>	Summit Apartments	<b>SA</b>
Colden Auditorium	<b>CA</b>	FitzGerald Gym	<b>FG</b>	I Building	<b>IB</b>	Music Building	<b>MU</b>	Remsen Hall	<b>RE</b>	James Muyskens Conference Room	
Colwin Hall	<b>CH</b>	Frese Hall	<b>FH</b>	Jefferson Hall	<b>JH</b>	Aaron Copland School of Music		Rosenthal Library	<b>RO</b>	◆ Parking Lots	
Continuing Ed 1	<b>CI</b>	G Building	<b>GB</b>	Kiely Hall	<b>KY</b>	Powdermaker Hall	<b>PH</b>	Science Building	<b>SB</b>	ⓑ Shuttle Bus Stop	
Continuing Ed 2	<b>C2</b>	Gertz Center	<b>GC</b>	King Hall	<b>KG</b>	Queens Hall	<b>QH</b>				

# Getting to the College

Queens College of the City University of New York is located at the corner of the Long Island Expressway (LIE) and Kissena Blvd. (exit 24) in Flushing.

## BY CAR

The campus can be reached from Manhattan via the Midtown Tunnel; from the Bronx or Westchester via the Robert F. Kennedy (Triboro), Whitestone, or Throgs Neck Bridge; and from farther out on Long Island via the LIE, Grand Central Parkway, or Northern Blvd.

## BY PUBLIC TRANSPORTATION

*Via Flushing:* Take the Long Island Railroad (LIRR) or the #7 subway to Main St., Flushing. From Main St., take the Q25, Q34, or Q17 bus to Kissena Blvd. in front of the college's main gate.

*Via Forest Hills:* Take the E, F, M, or R subway to 71st/Continental Ave., Forest Hills. From there, take the Q64 bus to Kissena Blvd. and Jewel Ave.

*Via Jamaica:* Take the F subway to Parsons Blvd./Hillside Ave. or the Long Island Rail Road (LIRR) to the Jamaica station. From either Hillside Ave. and Parsons Blvd. or Jamaica Ave. and 160th Street, take the Q25 or Q34 bus. Alternatively, from Hillside Ave. and either 169th or 179th Street in Jamaica, take the Q17 bus to the Long Island Expressway and Kissena Blvd.

## BUS LINES (NYC TRANSIT AUTHORITY)

*Q17* Runs from Main Street, Flushing (IRT and LIRR stations), to 165th Street terminal in Jamaica (passing the IND 179th Street station). Travels along Kissena Blvd., the LIE service road, 188th Street, and Hillside Ave. Stops at Kissena Blvd. and the LIE, two blocks north of the main gate.

*Q25 & Q34* Both run from Main Street, Flushing (IRT and LIRR stations), along Kissena and Parsons Blvds. to Jamaica Ave. and 160th Street (BMT and IND connections), and stop at the main gate.

*Q44* Runs from West Farms Square, Bronx (IRT station), to Sutphin Blvd., Jamaica (LIRR station). Stops at Main Street and Melbourne Ave., two blocks west of the campus.

*Q64* Runs from 71st/Continental Ave., Forest Hills (IND station), along Jewel Ave. to 165th Street. Stops one block south of the campus at Kissena Blvd. and Jewel Ave.

*Q88* Runs from Springfield Blvd. and Union Turnpike along Springfield Blvd. to 73rd Ave., along 73rd Ave. to 188th Street, along 188th Street to the LIE, along the LIE service road to Queens Blvd. and Woodhaven Blvd. Stops at Kissena Blvd. and the LIE, two blocks north of the main gate.

## Queens College Shuttle

All students may ride the Queens College Shuttle, which travels between the college and mass-transit hubs at Jamaica Station and the Flushing–Main Street Station. For routes and schedules, visit <http://www.qc.cuny.edu/shuttle>.



# Notes